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IDENTIFIERS	*Bicentennial

ABSTRACT

This student activities source book is one of a series of four developed by the Carroll County Public School System, Maryland, for celebration of the Bicentennial. It is specifically designed to generate ideas integrating the Bicentennial celebration into various disciplines, classroom activities, and school-wide events at the sixth through eighth grade levels. For a description of the general content and format structure see document SO 008 316. This specific unit contains 88 activities under the disciplines of art, music, math, science, and social studies. Sample activities include quilt making, diary writing, interpreting colonial folk songs, colonial medicine, and drawing political cartoons. Also included are activities for a week long, school-wide, festival week; historical chronology of the revolutionary period; and suggested local field trips. (Author/DE)

ED106191

BICENTENNIAL SOURCE BOOK
LEVEL III
GRADES 6-8

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

SP 008 318

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RESOLUTION - BI-CENTENNIAL PROCLAMATION - DECEMBER 12, 1973

WHEREAS it has been officially proclaimed by the President of the United States of America that the year nineteen hundred seventy six (1976) will be observed as the Bi-Centennial Celebration Year of the founding of these United States of America, and

WHEREAS all citizens and all community organizations have been called upon to observe and celebrate this Bi-Centennial year, be it

THEREFORE RESOLVED that the Carroll County Public School System will cooperate with all recognized agencies and bodies as they move to mark this observance, and be it

FURTHER RESOLVED that the Carroll County Public School System of Carroll County, Maryland will mark this observance with appropriate activities.

Approved and entered into the reocrds of the Carroll County Public School System's minutes this twelfth day of December in the year nineteen hundred seventy three.

(December 12, 1973)

Philip Benzil	Board President	Dr. Philip Benzil
Arnold Amass	Vice President	Mr. Arnold Amass
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INTRODUCTION

The Maryland Bicentennial Commission for the commemoration of the American Revolution was established by the State Legislature in 1968 for the purpose of ensuring that an appropriate effort would be made to create local interest in celebrating the 200th anniversary of the founding of our nation.

The state commission lead to the creation of the Carroll County Bicentennial Commission. The first meeting of the committee, chaired by Mr. George A. Grier, Administrative Assistant to the County Commissioners, was held in November 1972. As a result of this initial meeting, Dr. Ralph John, President of Western Maryland College, was charged with organizing a planning committee for local educational units. In turn, Dr. George E. Thomas, Superintendent of Schools, appointed particular Board of Education staff members to serve on the committee. The first meeting was held in February 1973.

In December 1973, the Carroll County Board of Education resolved that appropriate activities honoring the Bicentennial be planned and carried out in the Carroll County schools.

Mr. Donald P. Vetter, Supervisor of Social Studies, Temporary Co-Chairman, organized an ad hoc committee to make recommendations for the Bicentennial activities. The Ad Hoc Committee recommended that the historical time span be designated as 1763 through 1783 and that the period for observance in the schools be September 1975 through June 1976.

In February 1974, three Bicentennial Sub-Committees; elementary, middle, and high school, were appointed. Several planning sessions were held involving teachers, community groups, school administrators and students.

On May 30, a meeting of fifteen nigh school students was organized for the purpose of receiving student input. Bicentennial Committees also were created in each county school and funds were budgeted for a summer workshop designed to develop a K-12 interdisciplinary guide for Bicentennial activities.

The Bicentennial Source Books are the result of the workshop which took place for two weeks beginning on July 15 1974. The purpose of the document is to assist local school Bicentennial Committees in planning programs of celebration for the 1975-76 fiscal year.

The Maryland Bicentennial Commission suggests that the celebration be organized with a three fold thrust:

HERITAGE '76

Focuses on activities which recall our Nation's heritage and gives an historical perspective to the Community. In the thirteen original States, the Heritage Program would relate more directly to the events of the American Revolution than in other States. All areas however, have their own heritage which, at least in part, reflects the basic principles upon which our Nation was founded. Specifically, Heritage includes those values and traditions established by our founding fathers and supplemented by succeeding generations of Americans.

Heritage '76 is also concerned with what Americans can see, touch, and feel in their historic past; with the houses, churches, bridges, parks, documents and decorative objectives that form a panorama of their man-made environment.

HORIZONS '76

Covers activities through which Americans can commemorate their past by looking to the future as the challenge and the opportunity for all individuals and organizations to define and dedicate themselves to worthy purposes and goals, and to proceed with the attainment of these goals through various activities intended to improve the quality of life.

Specifically, Horizons '76 will concentrate on citizenship, community development, communications, transportation, learning, health, leisure, the environment, the economy, and human values and understanding to assure a better future for "all mankind."

FESTIVAL USA

Sharing with other Americans and the people of the world the traditions, the culture, and the hospitality of the United States and its people.

Festival USA includes the arts, athletics, education, travel, hospitality, exhibits and fairs involving all members of the community.

These activities may include community craft shows and workshops, folk music and dance performances.

All Americans should take a thoughtful look at themselves and their communities and share their knowledge by means of home hospitality, exchange programs, and at visitor information centers.

This format, together with the suggestions of the Ad Hoc Committee, provided a framework for the organization of this bulletin. It was also decided that the Source Books be developed on four levels:

Level I - Kindergarten, first and second grades

Level II - Grades three, four and five

Level III - Middle school, grades six, seven and eight

Level IV - High school, grades nine through twelve

Both disciplinary and interdisciplinary activities are suggested. The Source Books are to be sent to all schools so that planning for the Bicentennial year may take place. It is hoped that principals will budget for the selected activities and that additional ideas and activities will be submitted from the schools for inclusion in the revised bulletins in the spring of 1975.

ACKNOWLEDGEMENTS

Organization for Bicentennial activities has involved many individuals. Special recognition is due to Mr. Donald Vetter, Supervisor of Social Studies, for his leadership as chairman of the Bicentennial committee; Mrs. Virginia Murray, Elementary Supervisor; and Dr. Robert Kersey, Director of Curriculum, for their assistance with workshops and editing.

Bicentennial Committee

Student representatives:

Kathy Arnold	Francis Scott Key
Tony Sims	South Carroll
Donna Harrison	South Carroll
Jack R. Veara	South Carroll
Kelly Marsh	South Carroll
Terry Sapp	South Carroll
Martha Larkins	South Carroll
Susan Griesmyer	Westminster
Julie Packer	Westminster
J. Keene	North Carroll
Karen England	North Carroll
Serita Zumbrun	North Carroll
Sue Rambol	North Carroll
Brenda Feeser	North Carroll
Brian Hockheimer	North Carroll

School Bicentennial Chairmen:

Elementary

Donna McPartland & Peggy James - Charles Carroll
Elizabeth Wantz - Elmer Wolfe
Pat Moseley & Janet Hersh - Hampstead
Charlotte Collett & Joretta Allwine - Manchester
Marilyn Kirschner - Taneytown
Sharon Herb - Robert Moton
Patricia Amass - East End
Erma King - West End
Martha Devilbiss - William Winchester

Elementary (cont'd)

Nancy Orth - Mechanicsville
Peggy Hahn & Louise Borneman - Uniontown
Ruth Schneehagen - Sandymount
Dorothy Mangle - Freedom
Larry Thompson & Alan Potter - Eldersburg
Pauline Sinclair - Winfield
Bill Wolfe - Mt. Airy
Sabra Kittner - County Resource Center
Shirley Hayes - East End
Virginia Murray - Committee Chairman

Middle School

Virgil Rhoten & Marcia Edward - West Middle
Robert Burger - Sykesville Middle
Miriam West - Taneytown Middle
Mildred Shipley & Miriam Flynn - East Middle
Minerva Bennett - Mt. Airy Middle
Philip Martin - New Windsor Middle
David Booz - North Carroll
Lillian Rodgers - Central Office
Pat Cullison - P. T. A.
Victor Makovitch - Committee Chairman

High School

Linda Taylor & Terry Doyle & Stephanie Douglas - Westminster
Nancy Spicknel - North Carroll
Linda Van Hart - Francis Scott Key
Gordon Davis - Vo-Tech Center
Ted Jump - South Carroll
Ellen Joseph - League of Women Voters
Robert Kersey - Committee Chairman

Writing Workshop Committee:

Level I

*Sharon Herb - Robert Moton - Grade 1
Marilyn Kirschner - Taneytown - Grade 2
Ruth Schneehagen - Sandymount - Kindergarten
Pauline Sinclair - Winfield - Kindergarten

Level II

Gail Hosmer - William Winchester - Grade 3
Erma King - West End - Grade 4
Peggy James - Charles Carroll - Grade 5
*Nancy Orth - Mechanicsville - Grade 4
Joretta Allwine - Manchester - Music
Dean Johnson - Mt. Airy - Physical Education
Joan Unger - (3 schools) - Art

Level III

*Robert Burger - Sykesville - Grade 6
Wayne Hughes - North Carroll - Grade 7
Michael Isaacs - Mt. Airy - Music
Anne Miller - West Middle - Art
Linda Selby - New Windsor - Grade 5
Nancy Phoebus - West Middle - Grade 8

Level IV

Winifred Connor - North Carroll - Home Economics
Stephanie Douglas - Westminster - English
Ross Merryman - South Carroll - Music
*Margaret Price - Francis Scott Key - Social Studies
Linda Van Hart - Francis Scott Key - Art
Andy Wizda - South Carroll - Social Studies
Roger Steele - Francis Scott Key - Science

Administrators and Supervisors:

Earl Hersh - Physical Education
Ted Jump - High School Sub-Committee
Sabra Kittner - Library and Media Services
Robert Kersey - Director of Curriculum
Victor Makovitch - Middle School Sub-Committee Chairman
Virginia Murray - Elementary
Lillian Rodgers - English and Foreign Languages
Donald Vetter - Social Studies

*Sub-Committee Chairperson

NOTES TO THE USER

The Bicentennial Source Books are designed to generate ideas for integrating the Bicentennial Celebration into the various disciplines, classroom activities, and/or school wide events. At the elementary level, Levels I and II, activities cover a variety of subjects and are of many types. They are to be integrated into the varied units of study throughout the school year. The Source Books for Level III and IV, i.e. middle and high school, are organized according to the disciplines into which they may appropriately be integrated. However, many activities are suitable for more than one discipline. In the event of crossing over, it is recommended that teachers and departments communicate so that duplications are avoided.

In planning activities, a balance among Heritage Horizons, and Festivals should be a goal. The local Bicentennial Committees should constantly review the over-all picture within their school. The County Committee will do likewise on the county level.

RECOMMENDATION PROCEDURES

1. The School Bicentennial Committee should review the appropriate level(s) Source Book(s) for their school,
2. Make decisions on some school-wide events,
3. Meet with teachers and ask them to make a tentative commitment to a particular discipline or to classroom activities,
4. Request from the school administration some funds from the present budget for Bicentennial preparation activity,
5. Be certain that the building principal budgets for funds to carry out Bicentennial activities of a sufficient variety and depth. The amount budgeted will depend on the activities and events decided upon.

PRE-ARRANGED COUNTY-WIDE EVENTS

1. Five museum visits - Baltimore

The National Endowment for the Arts has awarded a grant to five Baltimore museums for the purpose of organizing an interrelated Bicentennial program featuring Maryland's most historical artifacts. The following program has been arranged:

Walter's Art Gallery - Art in Europe 1750-1800

Baltimore Museum of Art - Art in America 1750-1800

Maryland Historical Society - Art in Maryland 1750-1800

Peale Museum - Baltimore's Revolutionary Generation

Maryland Academy of Science - Explorers of Time and Space in Maryland 1776-1976

2. Traveling Art Exhibit - Smithsonian Institution

An exhibit entitled The Black Presence in the Era of the American Revolution 1770-1800 has been scheduled in Carroll County for September 27 to December 14, 1975. The exhibit will be circulated among several county locations.

The Smithsonian offers the following description:

> The celebration of a Revolution, especially one that promised liberty and justice for all, may provide an opportune moment for a fresh view of one feature of the event that for two centuries has been absent from the official rhetoric of the Fourth of July. It is the aim of this exhibition to restore to the national memory an historic fact that has been long suppressed or forgotten--the living presence of black men and women during the thirty years that stretched from the martyrdom of Crispus Attucks in the Boston Massacre of 1770 to the conspiracy of Gabriel Prosser in Virginia at the turn of the century. This photopanel version of the exhibition originally organized by the National Portrait Gallery of the Smithsonian Institution consists of many portraits - taken from manuscripts and written accounts as well as from drawings and paintings - of a representative number of black Americans. Approximately 45 panels.

CALENDAR OF BICENTENNIAL EVENTS

The office of Curriculum Development will take the leadership in coordinating a calendar of Bicentennial Events for the Carroll County Public Schools. Within each source book there is a sample form designed to help feed data into the curricular office. Schools are requested to manufacture a sufficient number for their use of the enclosed as a model.

Bicentennial Calendar Information
submit to curriculum office

School: _____

Activity planned: (brief description)

Date of activity: _____ Grade Level: _____

Discipline: _____ Interdisciplinary: _____ School-wide:_____

Circle: Heritage - Horizons - Festival

(opt.) Teacher(s) in charge : _____

SOURCES OF INFORMATION

Listed below are some key general sources of Bicentennial information.

Additional more specific sources are mentioned in the various source books.

Carroll County Bicentennial Commission
259 Smith Avenue
Westminster, Maryland 848-3963
Mr. Frank Goodfellow, Chairman

Maryland Bicentennial Commission
2525 Riva Road
Annapolis, Maryland 21240
(Maryland Continental Newsletter)

Peoples Bicentennial Commission
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

ARBA (American Revolution Bicentennial Revolution)
736 Jackson Place, N.W.
Washington, D.C. 20276
(Bicentennial Times)

Festival Week Activities

The activities presented in this section are recommended for a planned festival week. If a school does not plan for an entire week of Bicentennial activity, or chooses to distribute events in a different fashion, activities may be used effectively as individual events.

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THEME: Festival

SUBJECT AREA: Interdisciplinary

GRADE LEVEL: 5-8

NAME OF ACTIVITY: A Colonial Festival Week

TYPE OF ACTIVITY: Varied (festival week)

OBJECTIVE: Through participation in the following festival activities, the students will experience several different aspects of the revolutionary lifestyle.

BACKGROUND INFORMATION: American colonists during this revolutionary period participated in large social gatherings during which time they displayed various talents, skills, and wares, and shared in social interaction which later developed into our present day fairs.

MATERIALS AND RESOURCES: See the following individual activities for pertinent, specific materials and resources.

PROCEDURE: (suggested time allotment 5 days)

1. Designate a festival chair person and a sub-chair person for each day.

2. Activities:
   Day 1 - Arts and crafts display
   Day 2 - A colonial meal
   Day 3 - Creative dramatics/oratorical poster contest/door decorating
   Day 4 - Music and dance
   Day 5 - Colonial olympics/arts and crafts auction

3. Each day of this week for the first minute of the morning announcements one designated student, after researching, will present an interesting fact about revolutionary life. Example: Martha Washington preserved cherries for Christmas by layering cherries in a straw basket altering cherries with a layer of straw. Finally she placed the basket under her bed!

VARIATIONS AND MODIFICATIONS: The festival week could be a school or team project to be accomplished in one week or throughout the year.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Art/Social Studies

GRADE LEVEL: 6-8

NAME OF ACTIVITY: A Poster Contest: 1776-2076

TYPE OF ACTIVITY: Art

OBJECTIVE: The students will create a poster to represent the Revolutionary spirit of 1776, 1976, and 2076.

BACKGROUND INFORMATION: Posters were used in colonial times just as they are today to convey ideas primarily through pictures.

MATERIALS AND RESOURCES:

1. Large paper, colored and white
2. List of contest rules
3. Glue
4. Scissors
5. Magic markers
6. Paint, colored pencils

PROCEDURE: (suggested time allotment optional)

1. Students are to create a poster which simultaneously conveys a Revolutionary spirit of 1776, 1976, and 2076.

2. Rules:
   a. Posters size should not exceed 20" x 30"
   b. Work must be original and neat
   c. No magazine pages may be used (collage)
   d. Poster must be titled and title must in some way refer to all three years (1776, 1976, 2076)
   e. Deadline is _____
   f. All entries will be judged according to originality, creativity, compliance with rules, and appropriateness to the theme

3. Award prizes and ribbons, display posters in office or halls, announce winners over the intercom.

VARIATIONS AND MODIFICATIONS: This could be a school project, art class project, team project. For other contests see oratorical contest lesson plan. A contest day could be arranged with a variety of contest entries to be judged in one place and time.

PROCEDURE: (cont'd)

9. Make sure that a schedule is posted to determine which scenes will be rehearsed at what time.

10. Also two or three dress rehearsals should be set up just prior to the performance to insure security and ease of performance.

11. A student narrator could be used to introduce each play giving brief background information for each play and a brief summary of each.

12. Student narrator may want to point out similarities in the two and proposing at the end a possible Tea Party for 2076.

VARIATIONS AND MODIFICATIONS:

For a different approach to plays with a Revolutionary theme see This Land is Our Land: The American Dream.

THEME: Heritage, Horizons

SUBJECT AREA: Interdisciplinary

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Door Decorating

TYPE OF ACTIVITY: Project

OBJECTIVE: The students will participate in decorating a door according to a given Revolutionary theme.

BACKGROUND INFORMATION: This activity can be used as a school or grade level project. Themes can be chosen by a group of students or the teacher(s).

MATERIALS AND RESOURCES:

1. Materials:

   Material list will be made by the individual class.

2. Resources:

   Fisher, Margaret; Fowler, Mary Jane
   Colonial America, Fideler Company, 1967
   World Book Encyclopedia

PROCEDURE:

1. Discuss the chosen theme with the class.
2. Choose a group of interested students to develop the theme and decorate the door.
3. The group will make a diagram of the door as they want it to look.
4. Gather materials needed to decorate the door.
5. Decorate the door.

VARIATIONS AND MODIFICATIONS:

1. Themes can be chosen around holidays.
2. Windows can be decorated instead of doors.

THEME: Festival

SUBJECT AREA: Home Economics

GRADE LEVEL: Middle School

NAME OF ACTIVITY: A Colonial Meal

TYPE OF ACTIVITY: Food Preparation - Research

OBJECTIVE: The student will plan, cook and eat a colonial meal by doing research and following recipes.

BACKGROUND INFORMATION:

The colonists kept better supplied with food than any other people in the world. They raised grain, cattle, hogs, sheep, chickens, fruits, and vegetables. They hunted deer, pigeons, squirrels, wild turkeys and other game. They took clams, lobsters, oysters, and many other kinds of fish from the ocean and rivers.

Corn was a basic food in most households. It was made into corn bread, corn hominy and other dishes. Rye or wheat bread was made with yeast and baked in small ovens.

Meat or game was usually cooked with vegetables into a stew. Whole fowl or large pieces of meat were roasted on spits.

To store food for the winter, colonists salted or smoked meats, dried or pickled vegetables and stored root vegetables and some fruits in cool, dry cellars. Bread and meat composed the main winter diet.

MATERIALS AND RESOURCES:

1. Materials will vary according to the menu
2. Resources: Encyclopedia
   Cookbooks
   F1739 Preparing Dinner

PROCEDURE:

1. Discuss some of the kinds of foods the colonists ate.
2. Discuss why the students feel they ate these kinds of foods.
3. Research the kinds of foods eaten by the colonists. Research can be individual or group.
4. Plan a colonial meal.
5. Prepare a colonial meal using the recipes found while doing research.
6. Serve the meal.

VARIATIONS AND MODIFICATIONS:

Various food groups can be formed. Food can be prepared at home and brought to school for the meal.

THEME: Festival

SUBJECT AREA: Language Arts/Social Studies

GRADE LEVEL: 5-8

NAME OF ACTIVITY: "Of Thee I Sing"

TYPE OF ACTIVITY: Speech (Oratorical Contest)

OBJECTIVE: Students will write an original three-minute speech and deliver it before an audience and be judged according to pre-established criteria.

BACKGROUND INFORMATION: Who was more stimulating - an orator than "give-me-liberty-or-give-me-death" Patrick Henry? Just as he could stimulate Colonists into thought and action so could a twentieth century orator stimulate apathetic Americans into political action. Effectual verbal communication is as powerful, and more practical, in modern society, than physical violence.

MATERIALS AND RESOURCES:

1. Materials

   a. List of contest rules
   b. A podium
   c. Prizes and ribbons

PROCEDURE: (suggested time allotment preparation time)

1. Teacher or contest committee should select a theme.
   Examples: What Freedom Means to Me; Freedom: 1776-1976-2176, All Men Are Created Equal, Life, Liberty, and the Pursuit of Happiness in Twentieth Century America, Power to the People, Free Men Are Slaves.

2. A list of rules should be posted prior to the contest: stipulated deadline, length of speech, judging criteria (poise, clarity of voice, relevance to theme, organization).

3. Each student for part of a Language Arts assignment could be required to write and deliver such a speech and the two or three best could go on to the Festival Week competition.

4. The contest committee may judge the competition on a point system and award prizes on the last day of Festival Week.

VARIATIONS AND MODIFICATIONS:

This activity may be adapted to any Bicentennial theme through a change of speech theme. Another variation for those students not interested in speeches could be an essay contest using the same themes, or a Bicentennial slogan contest. This activity could also supplement, be adapted to, or relate to the "Look At Our Flag" learning center.

THEME: Festival

SUBJECT AREA: Language Arts/Social Studies

GRADE LEVEL: 6-8

NAME OF ACTIVITY: A Tea Party: Yesterday, Today

TYPE OF ACTIVITY: Drama

OBJECTIVE: Participating students will reenact the Boston Tea Party in a play and will adapt a twentieth-century tea party into play form to be reenacted.

BACKGROUND INFORMATION: The famed Boston Tea Party, an event leading to the Revolutionary War, took place on a December night in 1773. Indian-disguised men and boys dumped 340 chests of British-owned tea into the Boston Harbor; a colonial reaction to a tax on tea which the British failed to lift after a colonial boycott. Sixteen months after the Boston Tea Party, Britain and the colonies were at war.

A twentieth-century Tea Party occurred in Boston on December 16, 1973 where demonstrators hurled huge oil drums overboard into the Boston Harbor with cries of "Impeach Nixon", "Nixxon, Exxon, ITT", "Freeze Profits, Not People", a protest aimed at high oil prices and company profits.

MATERIALS AND RESOURCES:

"The Boston Tea Party ... An Original JS Play", Jr. Scholastic, Volume 73, No. 2, New York (September 27, 1973) pp. 6-19.

Dorothy McGhee, "20,000 Rebels Rise Up at Boston Oil Party - Dump King, Exxon", Common Sense, Vol. 2, No. 1, January 1974.

Breuer, Sandra Sanders, editor. This Land is Our Land: The American Dream. New York: Scholastic Book Services, 1974.

PROCEDURE:

1. Near the beginning of the school year select a committee of students to adapt the Dorothy McGhee article into a play.

2. After the play has been written, post sign-up sheets in a common student access area (cafeteria) for auditions and committees (make-up, costume, scenery, props, clean-up, stage manager).

3. Make separate sets of sign-up sheets for each play.

4. Set up committee chair persons, hold auditions.

5. Each character and committee chair person should have a xeroxed or dittoed script.

6. Make sure to plan a rehearsal schedule to be given to teachers whose classes participating students will miss.

7. Acquire space to rehearse and a place for the plays to be performed.

8. Select a student director or another teacher to take care of the Oil Party Play.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Colonial Olympics

TYPE OF ACTIVITY: Recreational Games

OBJECTIVE: The student will broaden his or her understanding of colonial cultural by participating in a recreational event that was popular at that time.

BACKGROUND INFORMATION: Family gatherings, community festivals, as well as simple incidental gatherings, often featured some form of game or friendly competition.

MATERIALS AND RESOURCES:

Carroll County Elementary Physical Education Guide
Carroll County Board of Education
Westminster, Maryland 1971

Colonial Virginia at Play by Jane Carson, Colonial Williamsburg, 1965.

Resource people: Bob Burger, Social Studies instructor, Sykesville Middle School; Dean Johnson, Physical Education instructor, William Winchester Elementary School.

Materials: Hoops, marbles, heavy rope, twine, burlap sacks, potatoes, spoons, pies, croquet set, archery equipment, badminton set, shuffle board, horse shoes set, chess set, checker set, hop scotch area.

PROCEDURE:

1. Use the day usually designated as "play day".
2. Select activities.
3. Gather materials.
4. Instruct students on how to play the games during regular class periods prior to the Colonial Olympics. Instructions for some events follow.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-8

NAME OF ACTIVITY: Marbles

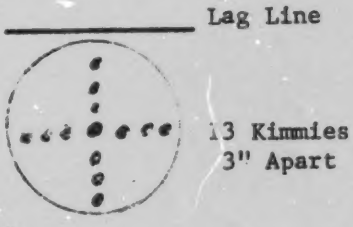
TYPE OF ACTIVITY: Game for Colonial Olympics activity

OBJECTIVE: Knock the marbles out of the circle with the shooter.

BACKGROUND INFORMATION: Marbles is one of the oldest games. The game described below is called ringer.

MATERIALS AND RESOURCES:

1 shooter for each player
13 kimmies
10' diameter circle



PROCEDURE: (suggested time allotment 15-30 minutes)

1. A game is started by placing 13 marbles in the center of the ring in the shape of a cross.

2. To determine who has first ups each player stands in front of the circle. Each player then places his shooter between his index finger and second finger. He then shoots the marble with his thumb. The player whose marble is closest to the lag line gets first ups.

3. The first player opens the shooting from any point just outside the circle. He attempts to knock the kimmies out of the ring. He gets an additional shot from inside the ring each time he knocks one or more marbles out of the ring provided the shooter remains inside the ring.

4. Whenever he fails to knock a marble out of the ring or the shooter fails to remain in the circle, it becomes the next player's turn. The first player to knock seven marbles out wins.

VARIATIONS AND MODIFICATIONS: Marbles can be a project made from clay and firing with the aid of the art teacher or store bought ones brought in by students.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Shuffleboard

TYPE OF ACTIVITY: Game for Colonial Olympics Activity

OBJECTIVE: To push wooden or metal discs into scoring areas and to knock the opponent's discs out of scoring areas.

BACKGROUND INFORMATION: This game is to be played on smooth surfaces.

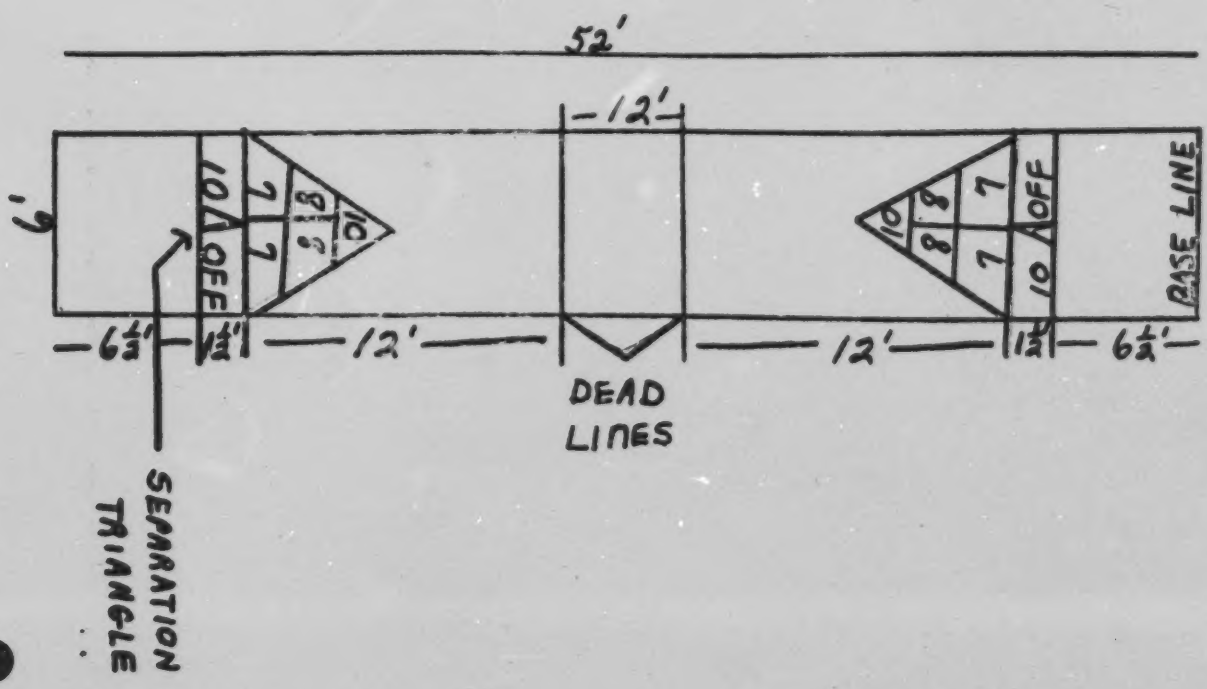
MATERIALS AND RESOURCES:

8 discs, 4 for each player or each team
1 cue for each player

PROCEDURE: (suggested time allotment 30 minutes)

1. Two persons can play against each other or four people can form two opposing teams.

2. The players take turns shooting from the 10-off space. A player scores 10 points for each disc in the 10-area; 8 points for the 8-area; 7 points for the 7-area. Ten points are subtracted for each disc in the 10-off space. After all the discs have been pushed, players add up their scores and move to the other end of the court and continue play. The winning score may be 50, 75, or 100 points.



THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-8

NAME OF ACTIVITY: Checkers

TYPE OF ACTIVITY: Game - Colonial Olympics Activity

OBJECTIVE: To capture all of opponent's men, or to block their players.

BACKGROUND INFORMATION: This is also called Droughts. Each nation has its own rules; there are no international rules as in chess.

MATERIALS AND RESOURCES:

Checkerboard
12 men or checkers for each player (one set is black, the other red)

PROCEDURE: (suggested time allotment 15-30 minutes)

1. The players set opposite each other and each arranges his men on the first three rows of black squares.

2. The player with the black checkers starts by moving one of his men one space diagonally forward toward the red checkers. Then the other player moves a red checker to the black. The men can be moved only forward on the black squares.

3. If a red man moves next to a black man, the black man can jump over the red man if there is a space behind the red man. The red man is removed from the board as the black man goes deeper into enemy territory. More than one man can be captured at a time. (The same is true for the red man, he can jump the black man)

4. If a man reaches the back line on the opponent's side it is crowned and becomes King by placing a second checker on top of it.

5. A King can move forward or backward one square at a time, except when it jumps over one or more men.

VARIATIONS AND MODIFICATIONS:

Include suggestions for adapting to another theme.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-12

NAME OF ACTIVITY: Horseshoes

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss horseshoes as close to or around the stake.

BACKGROUND INFORMATION: This game originated in Roman Army Camps about 100 A.D. The Romans introduced the game into England and the English brought it to America.

MATERIALS AND RESOURCES:

2 horseshoes per person or team
2 stakes (iron or metal)

PROCEDURE: (time allotment 10-30 minutes)

1. If two or three play a game, they compete individually. If four play, two people make up each team.

2. If competing individually, each player pitches a horseshoe towards the opposite stake. Then each player pitches the second horseshoe.

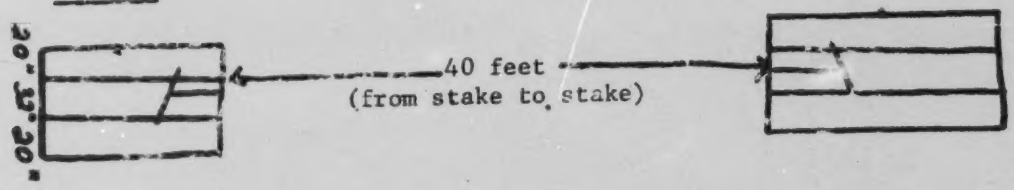
3. If competing on a team basis, one member of each is located at each end of the court.

4. When pitching horseshoes, hold the horseshoe in the hand and pitch it underhand.

5. Scoring: Ringer - a horseshoe that circles the stake so that a ruler can touch both points of the shoe without touching the stake. A ringer scores three points. A shoe that lands within six inches of the stake scores one point. A leaner, a shoe that leans against a stake, scores one point.

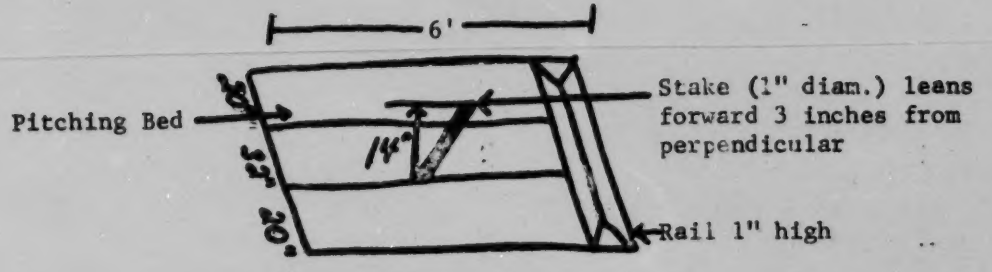
6. Two Methods of Scoring: Cancellation - A game usually consists of 50 points. If opposing players throw ringers or shoes that land equally close to the stake, the shoes cancel each other. Points are scored by counting the ringer or shoe closest to the stake which is not tied by the opposing player. Count All - Consists of 25 innings (50 shoes thrown by each player). All ringers and shoes within six inches of the stake are scored according to point values.

DIAGRAM



PROCEDURE: (cont'd)

Measurements of Pitching Box



VARIATIONS AND MODIFICATIONS: In elementary school, reduce number of total points to win and decrease pitching distance.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Quoits

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss a quoit at a peg or as close as possible to a peg.

BACKGROUND INFORMATION: Quoits was played in England during the 1300's where it may have developed from horseshoes.

MATERIALS AND RESOURCES:

Two quoits (metal or rubber ring for each player)
Two pegs

PROCEDURE: (suggested time allotment 15-30 minutes)

1. Two pegs stand 1 inch above the ground and 54 feet apart.
2. The quoits have a rim 2 inches wide, with a 4 inch hole in the center.
3. Each player stands beside one peg and throws two quoits at the other peg. A ringer is a quoit that encircles the peg and equals 3 points. A leaner is a quoit that leans against the peg and equals 2 points. If there are no ringers or leaners, the quoit closest to the peg counts as one point.
4. The player who gets 21 points first is the winner.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Croquet

TYPE OF ACTIVITY: Striking - Colonial Olympics Activity

OBJECTIVE: To complete the course before one's opponent(s).

BACKGROUND INFORMATION: Started in France in the 13th Century. Then it spread to Ireland and England where, by the middle of the 19th Century, it had become a major sport.

MATERIALS AND RESOURCES:

9 wickets
2 stakes
1 mallet per player
1 ball per player

The course should not exceed 40' in width and 75' in length

PROCEDURE: (suggested time allotment 20-30 minutes)

1. To begin a round, the ball is placed between the starting post and the first wicket. From there it is struck through wickets 1 through 7 and after hitting the turning stake it is returned to the starting stake via wickets 7,6,8,4,9,2,1.

2. The ball must be struck with face of mallet. A player is entitled an additional stroke for hitting a ball through the wicket. A player receives two additional strokes for passing through wickets 1 and 2 or 6 and 7 in either direction with one stroke. A player continues play until he wins or fails to obtain an additional stroke.

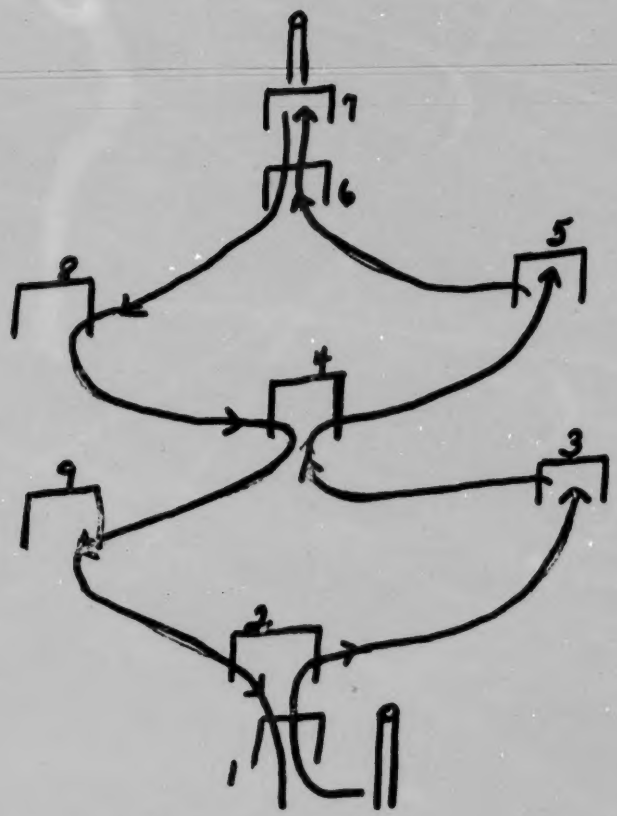
3. There are many variations as far as "poison" and "sending" an opponent's ball. One variation is: Two extra strokes are earned for hitting another ball, provided the player has not done so since passing through his last wicket. This is called "roqueting". A roqueted ball allows the player one of three options: (1) sending an opponent's ball (2) move his own mallet head away from the roqueted ball before taking his two strokes (3) play his own ball from the position where it came to rest.

VARIATIONS AND MODIFICATIONS:

When playing croquet in the upper elementary school, start out by playing the first rules on this page. This will allow the game to progress more quickly.

DIAGRAM

Croquet



ADDITIONAL ACTIVITIES REQUIRING LESS EXPLANATION:

HOOP RACE - 1. Select 2 boys and 2 girls from each homeroom.

2. Run the race as a dash with a beginning and ending course covering 30 yards in length.

3. The width of the course should be 50 yards with no lane restrictions.

4. The hoop can be a hula hoop and will be rolled along with the aid of a stick only. If the hoop drops to the ground, it may be picked up by hand but this is the only time that the hand touches the hoop after the start.

ARCHERY CONTEST - recommended for 8th graders with previous skills in archery.

1. Bows and arrows could likely be borrowed from a local high school.

2. Select rules from high school guide and adopt distances, bow size, and scoring to suit 8th grade student.

TUG OF WAR - a self-explanatory event.
Modification: A "mud puddle" could be substituted for the traditional chalk line to denote the winner.

3-LEGGED RACE -

1. Two boy and two girl participants from each home room.

2. Boys against boys, girls against girls or boy-girl against boy-girl.

3. Set up a course 30 yards long for 5th and 6th grade and one 40 yards long for 7th and 8th grade.

4. Tie together the inside leg of two partners.

5. Winner will be first pair to cross finish line with legs still tied.

SACK RACE - 1. One boy and one girl from each homeroom.

2. See available resources for directions.

POTATO AND SPOON RELAY RACE - Ten participants constitute a team which will be required to carry a potato on a tablespoon from beginning to end of 30 or 40 yard course. Staying in lane except if potato drops and needs to be recovered is required. If dropped the one who did so will have to go back to the place where the potato fell off. Winner is first team to get all ten people through the course.

PIE EATING CONTEST - a small pie (example: Koesters)

1. Purchase small pies for number of contestants to be involved.
2. Place pies on table.
3. Participants will keep both hands behind their back and cannot touch pie with hands.
4. First one to finish eating is winner.

VARIATIONS AND MODIFICATIONS:

Some of these activities will relate to more than one grade level while others pertain to just one. It is suggested that a cross grade level participation is possible for most if the rules and equipment are adjusted to suit the particular grade.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-6

NAME OF ACTIVITY: Goose (The Royal and Most Pleasant Game of Goose)

TYPE OF ACTIVITY: Game (Board)

OBJECTIVE: Children will learn to play a game of colonial times.

BACKGROUND INFORMATION:

This game, which is similar to parchesi, was invented in Italy. In the 15th century, an Englishman, John Wolfe, discovered the game. He subsequently obtained the exclusive right to print and use the English version.

MATERIALS AND RESOURCES:

1. One goose board
2. One die or two dies.
3. One small object for each player

A copy of the gameboard is enclosed. For additional copies teachers may reproduce on thermofax or photocopier.

PROCEDURE: (suggested time allotment 15-30 minutes)

1. This game is a race between two or more players who move their men along a track as the throw of a die directs.

2. There are 63 numbered spaces on the track - most spaces are blank, but 15 have pictures.

3. When a player's man lands on a "goose" the player moves his man forward twice the number showing on the die.

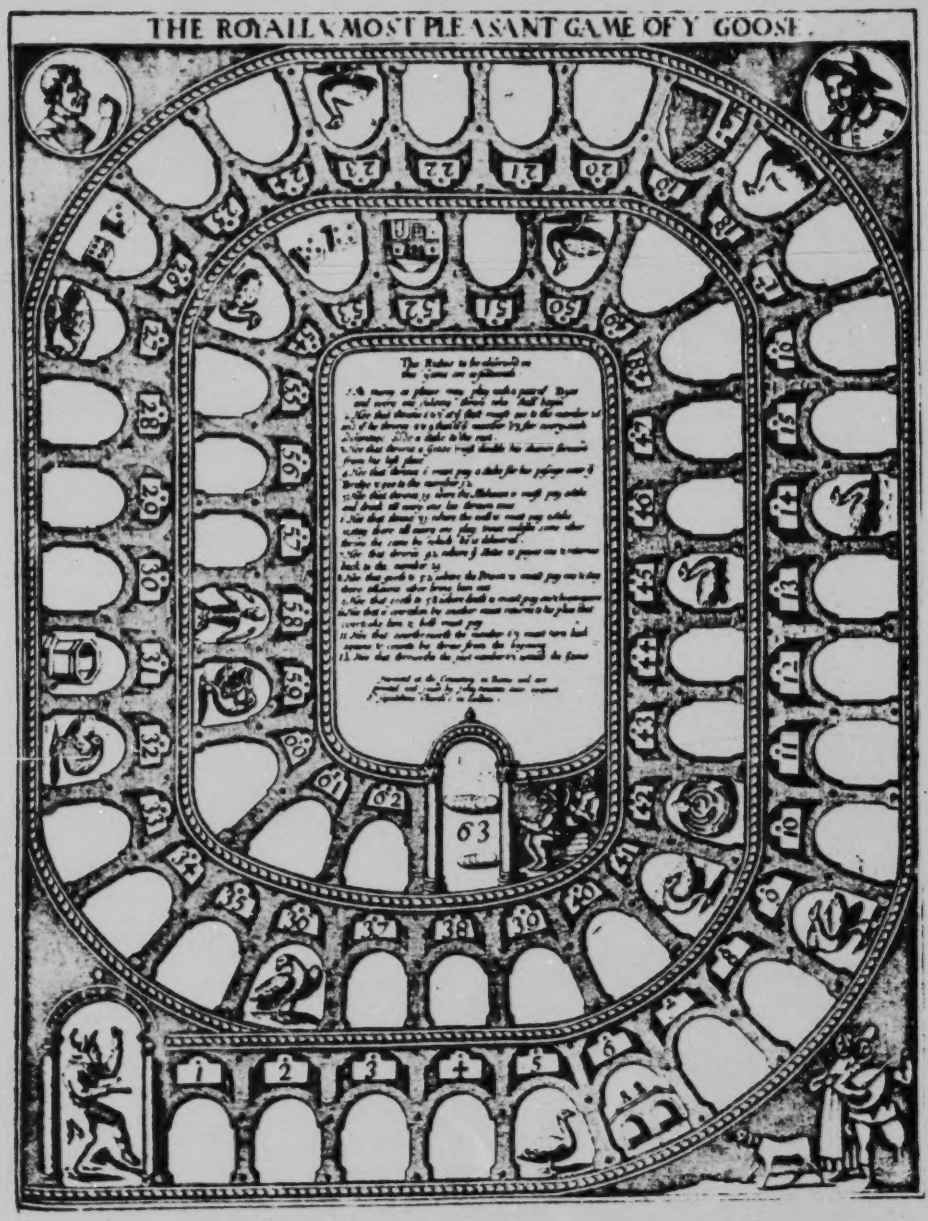
4. If a player's man lands on any other picture, it is a hazard. The consequences are: lose one turn, move back the number of spaces you moved forward.

5. The player who lands on number 63 first wins.

VARIATIONS AND MODIFICATIONS:

Instead of rolling dice, have player draw numbers out of a box. Use numbers 1-7

For reference to game board: Carson, Jane, Colonial Virginians at Play, Westminster Senior High School, 790:09C.



THE ROYAL & MOST PLEASANT GAME OF THE GOOSE.
London, ca. 1670

THEME: Festival

SUBJECT AREA: Physical Education

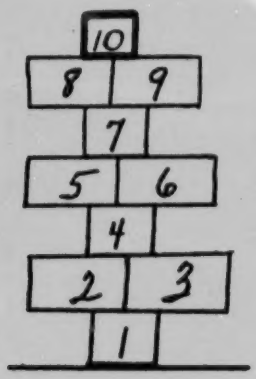
GRADE LEVEL: K-6

NAME OF ACTIVITY: Hopscotch

TYPE OF ACTIVITY: Hopping and Balance

OBJECTIVE: Children will hop through the squares, without losing balance.

BACKGROUND INFORMATION:



Hopscotch Court

(Each square is 24" x 24"
or 36" x 36")

Base Line

MATERIALS AND RESOURCES:

One piece of stone or wood for each player, called a puck.

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Each player in turn tosses his puck into the first square. Then, he hops on one foot into the first square, kicks the puck back over the base line, and hops out of the square.

2. Then he tosses the puck into the second square, hops into the first square then into the second square. There, he kicks the puck over the base line, then hops back through the first square and out.

3. This procedure is followed for each square. A player continues until he has moved through all the squares or until he misses. A player misses when he loses his balance, steps on a line, or drops his puck on a line or in a wrong square. When he misses he loses his turn and must wait until the other players have had their turns.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Bowls

TYPE OF ACTIVITY: Game (rolling)

OBJECTIVE: Children will roll a ball as close as possible to a target.

BACKGROUND INFORMATION:

This game was played in the 17th and 18th centuries. This game may be played indoors and outdoors and is a form of bowling as we know it today.

MATERIALS AND RESOURCES:

1. One small or large ball, called "the jack" - this ball should be a different color or size than the ones being rolled.
2. One ball for each player.

PROCEDURE: (suggested time allotment 10-15 minutes)

1. One ball called "the jack" is rolled onto the floor or ground to serve as a target.
2. Each player in turn rolls his ball so that it will stop as close as possible to "the jack".
3. The player whose ball is closest to "the jack" scores a point.
4. The player with the most points wins.
5. A player's ball may hit another player's ball or the target.

VARIATIONS AND MODIFICATIONS:

1. Have students bounce the ball.
2. To determine the winner use a time limit, use a maximum number of rolls, or set a maximum point limit.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Ninepins

TYPE OF ACTIVITY: Rolling Game

OBJECTIVE: Children will roll a ball at bowling pins attempting to knock them down.

BACKGROUND INFORMATION:

This game is a variation of lawn bowling which was and is a popular game. The game originated in England and was played by both men and women of all classes. The Dutch brought the game to New York, while the English introduced it in Jamestown, Virginia.

MATERIALS AND RESOURCES:

Nine pins (bowling or duck) or clubs (Indian)
Plastic bowling ball or soccer ball or playground ball

PROCEDURE: (suggested time allotment 15-20 minutes)

1. Place 9 pins in rows of 3 (3 pins in a row).
2. Players stand 20'-25' from pins.
3. One player rolls the ball toward the pins. One point is awarded for each pin that is knocked down. After one player has rolled the ball one time the next player rolls one time.
4. The player with most points wins the game. The total score is determined after each player has rolled the ball five times.

VARIATIONS AND MODIFICATIONS:

1. Instead of rolling the ball the players may throw the ball.
2. The players can pre-determine the number of rolls or throws before they start the game. Ex: 5, 6, 7, etc. rolls each.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-6

NAME OF ACTIVITY: Stool-Ball

TYPE OF ACTIVITY: Game (low organizational)

OBJECTIVE: Children will play a game that was played in the 1700's and 1800's. Children will hit a stool by tossing a ball at it.

BACKGROUND INFORMATION:

Stool-Ball is a variation of cricket. This game (stool-ball) was played by children.

MATERIALS AND RESOURCES:

1. Stool or chair - one of each for every two people (if possible)
2. Rubber ball - one of each for every two people (if possible)
3. This game may be played indoors or outdoors

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Place a stool (chair) on the floor.
2. Have one person sit on it while another person stands about 15 ft.-20 ft. away.
3. The person, standing, tosses the ball with the intention of striking the stool. The person sitting on the stool tries to push the ball away before it hits the stool.
4. The person sitting scores a point every time he successfully pushes the ball away from the stool. The players change places each time the ball touches the stool.

VARIATIONS AND MODIFICATIONS:

Have students roll the ball.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-6

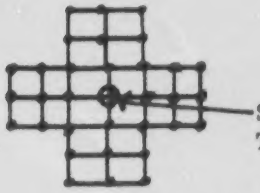
NAME OF ACTIVITY: Fox and Geese

TYPE OF ACTIVITY: Board Game

OBJECTIVE: Children will corner the fox so he can't move (a colonial game).

BACKGROUND INFORMATION:

This game can be played with four geese and one fox. The conventional game (18th century) is played with 17 geese and one fox on a board of this design:



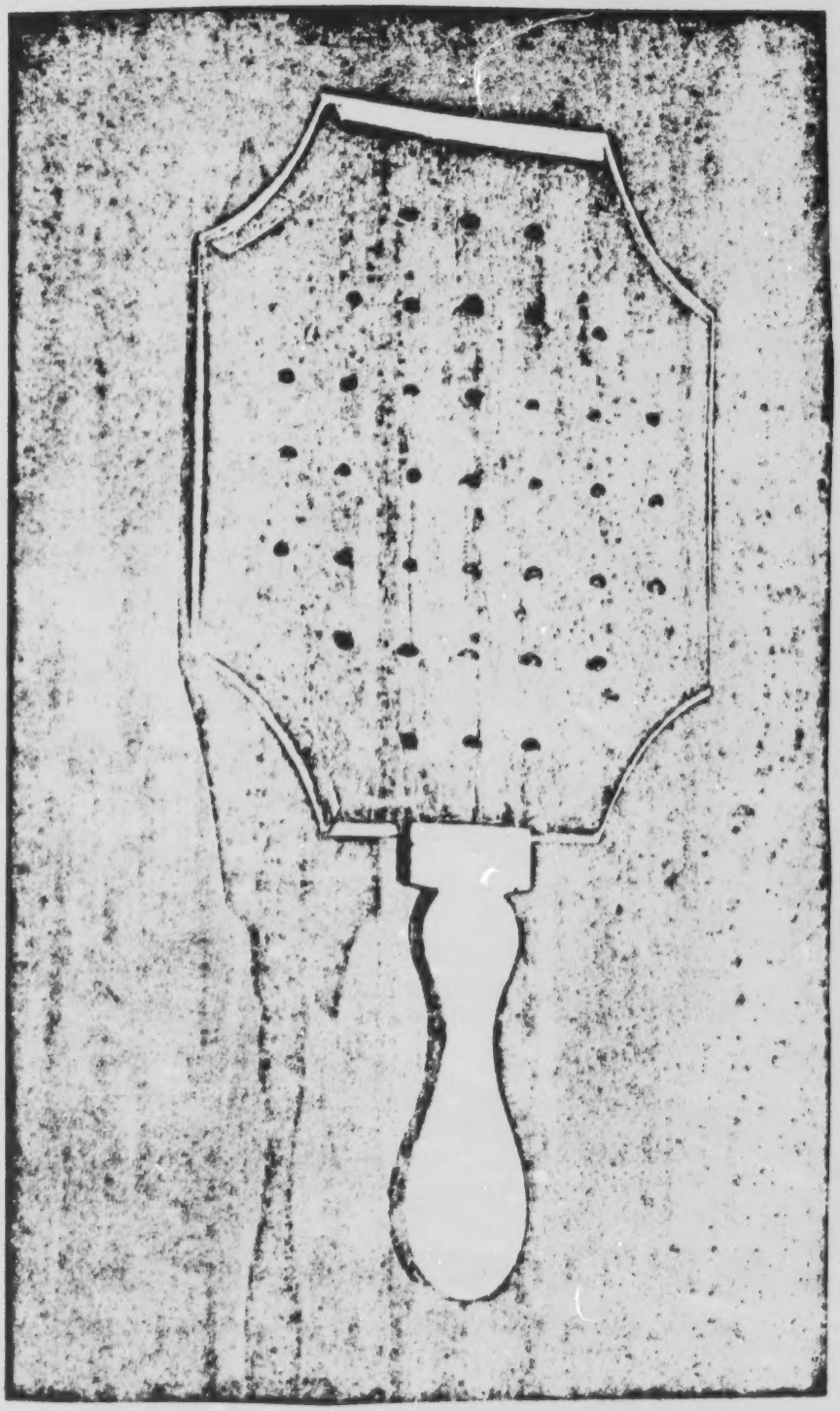
Starting point for fox.
The dots represent spaces on board.

MATERIALS AND RESOURCES:

1. Fox and geese board (checkerboard will do)
2. Marbles or pegs (one for each fox, one for each goose)

PROCEDURE: (suggested time allotment 15-30 minutes)

1. The fox moves in a straight line in any direction.
2. The geese move only forward or sideways.
3. The fox may jump, as in checkers, and remove the geese from the board. Geese may not jump the fox.
4. The fox wins the game if he breaks through the line of geese in front of him; he loses if he is cornered and blocked in.
5. When playing one person is the fox and one person represents the geese.
6. When taking turns only one move is permitted for each turn.



FOX AND GEESE BOARD

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

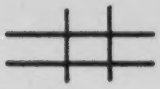
NAME OF ACTIVITY: Tic-Tack-Toe

TYPE OF ACTIVITY: Table Game

OBJECTIVE: Children will play a game that was played early in our history. Children will learn to anticipate his opponent's strategy.

BACKGROUND INFORMATION:

A very old game which is played by drawing a grid of two vertical and two horizontal lines giving nine spaces.



MATERIALS AND RESOURCES:

1. Pencil
2. Paper

PROCEDURE: (suggested time allotment 10-15 minutes)

1. Two people play at a time.
2. X's and O's are filled in alternately by the two respective players in an effort to get three in a row horizontally, vertically, or diagonally, while blocking similar efforts of the opponent.
3. Examples: Horizontal Vertical Diagonal

4. Whoever gets three in a row first is the winner.

VARIATIONS AND MODIFICATIONS:

Tournaments can be set up if desired.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 3-6

NAME OF ACTIVITY: Dominoes

TYPE OF ACTIVITY: Table Game

OBJECTIVE: Children will learn to play dominoes and recognize like surfaces.

BACKGROUND INFORMATION:

This is a game of chance and skill, played by two or more people. A regular set of dominoes consists of 28 small, flat, oblong pieces of bone, wood, or ivory. A line divides one side, or face, of each domino into two sections.

MATERIALS AND RESOURCES:

1. Flat surface
2. One set of dominoes for each group

PROCEDURE: (suggested time allotment 30 minutes)

1. Place all pieces face down and mix them well.

2. Each player chooses a certain number (if two are playing each has 7; if three or four are playing each has 5).

3. The player with the highest double number among his dominoes plays first. Suppose it is the 4-4. The player on the left then matches any dominoes with 4 dots in one section to the 4-4 domino. The sections can be matched by placing the dominoes end to end, or end to side, but no section can be matched more than once. The game continues, dot number being matched to dot number.

4. If a player cannot match from the dominoes he has chosen, he draws from the pile until he finds a domino that will match. After the pile is all used, a player who cannot match must miss his turn. The one who first plays off all his dominoes wins the game. If the dominoes are left and cannot be matched, the player with the lowest number of dots wins.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: The Patchwork Quilt

TYPE OF ACTIVITY: Art Project

OBJECTIVE: To acquaint children with the patchwork quilt, an example of American folk art, that was developed in colonial times.

BACKGROUND INFORMATION:

For the early settlers needlework was necessary and practical. Cloth was scarce and patching was needed. The New England climate demanded warm clothing and bedding. Quilting developed as a way of producing warm covers for the bed. The scarcity of cloth led to the art of patchwork which became an important part of American needlework.

During the latter part of the 18th century the patchwork quilt developed. At first the pieces were sewn directly onto a fabric background, a tedious process. The practice of piecing together squares and joining them together to form the quilt top was found to be easier. The guilt top was then placed on a fabric backing with wool, cotton, or other warm materials between. The practice of stitching or quilting over the entire surface secured the layers together and kept the lining evenly distributed when in use.

Quilting became a social event for the colonial woman, who had little time for visiting. From seven to twelve women could finish quilting several quilts in a day. Frames were designed to hold the layers together while the stitching or quilting was done. The quilting party was usually held in a church vestry or grange hall. In the evening the men joined the women for a feast and fun.

The designs of the patchwork were geometrical and the quilting patterns were stenciled on with charcoal. The women prided themselves on the stitching as well as the artistic designs of the patchwork.

Since it was easier to seam two straight edges the geometric designs evolved along straight lines running laterally or diagonally or emanating radially from a central point. Thousands of designs with fanciful names were produced. One pattern might have different names in various regions or one name might be given to several different patterns. The practice of giving "friendship squares" to neighbors and friends resulted in quilts which included several designs.

BACKGROUND INFORMATION: (cont'd)

Some of the early patterns were called:

Bear's Paw
Hand of Friendship
Flying Geese
Birds in the Window
Rose of Sharon
Cats and Mice
Jacob's Ladder
Road to California
Young Man's Fancy
Jack-in-the-Pulpit
Hearts and Gizzards
Star Patterns (many different)
Duck Feet in the Mud
Hens and Chickens
Stepping Stones
Delectable Mountains
Flying Butchman
Turkey Tracks
Drunkard's Path
Robbing Peter to Pay Paul
Philadelphia Pavement
Chimney Swallows
Rolling Stones

MATERIALS AND RESOURCES:

Several patchwork quilts
Some quilt patches
Pictures of quilts
Pictures of quilting bees
Colored construction paper
Scissors, rulers, paste
White paper (16" sq.)
List of pattern names

PROCEDURE:

Display the quilts, patches, and pictures. Have the children examine them and then give their ideas as to:

1. What they are
2. What they are made of
3. How they were put together
4. Why they were needed
5. Why the pieces were so small
6. How long it took to make them
7. Etc.

Many children will be able to talk about the quilts they have at home or that they have seen quilting at grandmothers, etc.

Let the children construct a quilt square (patchwork) using the art materials. They may work in pairs, alone, or in small groups. They may copy a pattern or develop one of their own. Each pattern may be labeled or given a name. The size of the squares should be uniform (12" x 12"). The pieces can be pasted on the white paper. The finished designs may be mounted on the bulletin board in the form of a quilt.

VARIATIONS AND MODIFICATIONS:

1. Visit a quilting bee in a local church or _____ if it is possible.
2. Invite a member of the community to share their knowledge of quilting with the children.
3. Some children may wish to make a quilt square from scraps of material either at home or in their spare time at school.
4. Set up a learning center for creating designs or making quilt squares.
5. If enough squares are made the class might like to assemble a class quilt. Quilting might be possible.
6. Plan a math lesson in geometry that will correlate with the study of quilts.

THEME: Heritage

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Weaving

TYPE OF ACTIVITY: Learning Station

OBJECTIVE: The student will be able to demonstrate one method of weaving.

BACKGROUND INFORMATION: Finger weaving goes back to neolithic times, and most hand methods of weaving were known to the colonists in America. Inkle weaving was so well known in England that Shakespeare mentioned it in one of his plays!

MATERIALS AND RESOURCES:

Any weavable material from various grasses to wool, paper, and synthetic fibers.

"Nanning's School of Natural Fibers and Dyes", Berlin, Pennsylvania.

Holland, Nina, Inkle Loom Weaving, New York. Watson-Guptill Publications, 1973. Shows how to make looms, thread them, and gives numerous patterns.

Tidball, Harriet D., The Inkle Weave, Virginia City, Montana. Shuttle Craft Guild, 1952. Give both beginning and advanced patterns.

Atwater, Mary Meigs, Byways in Hand Weaving, New York: The Macmillan Company, 1954. Card weaving, inkle weaving, braiding, knotting, belt weaves are all included.

White, Mary, How To Do Beadwork, New York: Dover Publications, 1972.

Navajo School of Indian Basketry, Indian Basket Weaving, New York: Dover, 1971.

PROCEDURE:

Since other methods of weaving are well documented, only finger weaving is diagrammed.

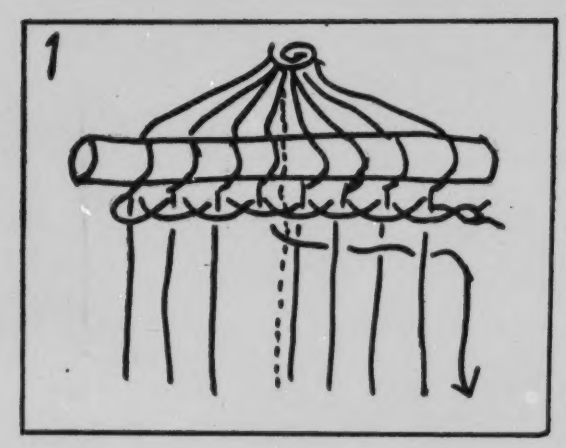
Please note that for clarity, only 8 lengths were used in the diagrams, whereas 62 lengths would be needed to make a 3" belt in wool.

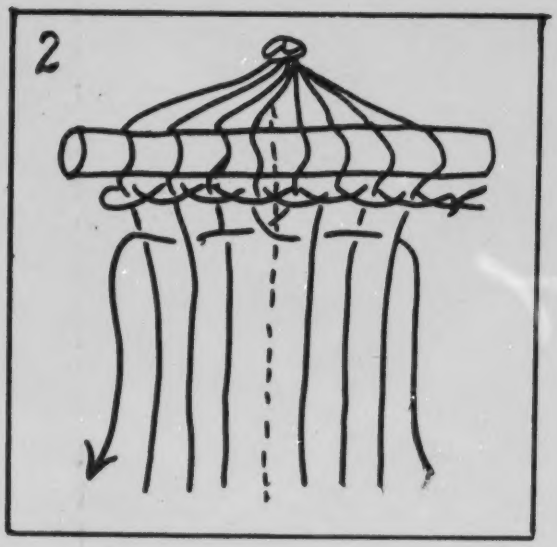
VARIATIONS AND MODIFICATIONS:

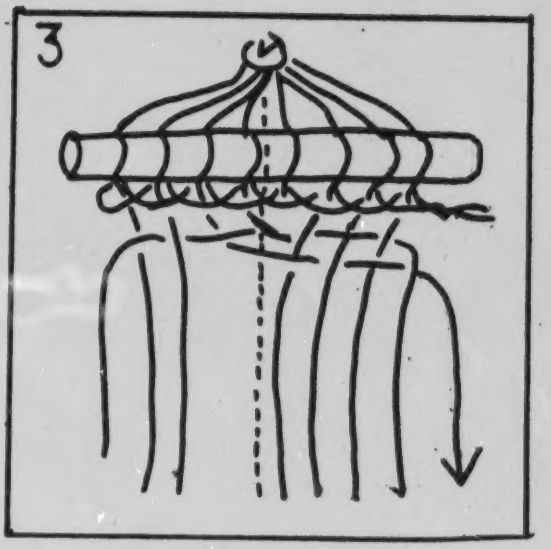
1. Some students may want to make a watch strap or a hair band.
2. Encourage different patterns. By changing direction in the diagonal pattern, a scalloped edge results.

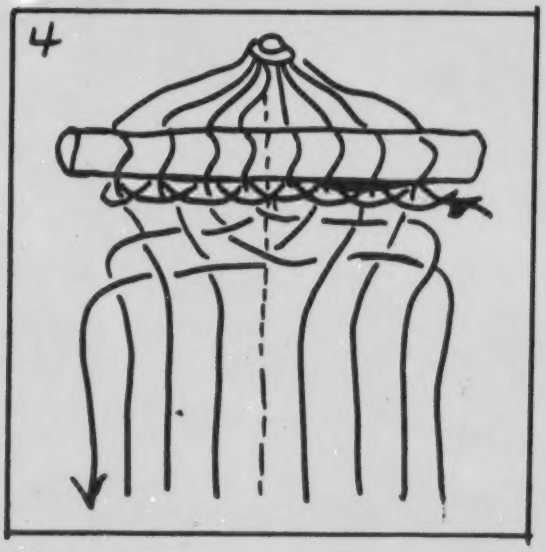
Finger Weaving

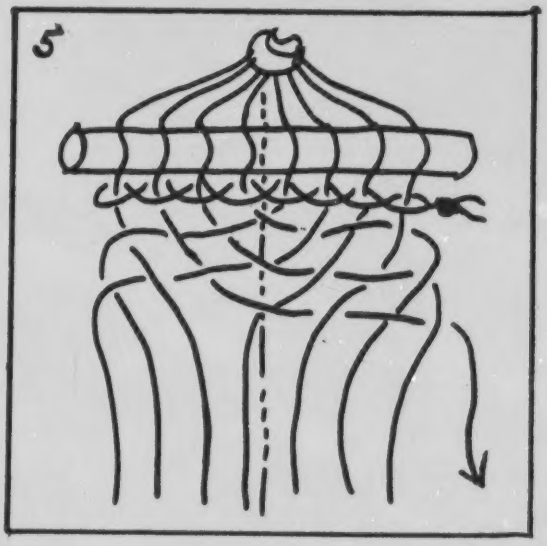
The Chevron Pattern





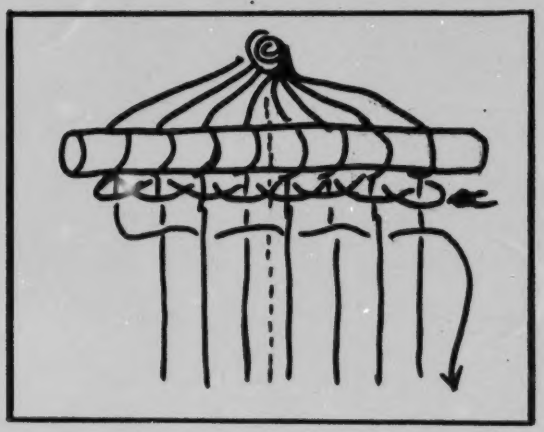


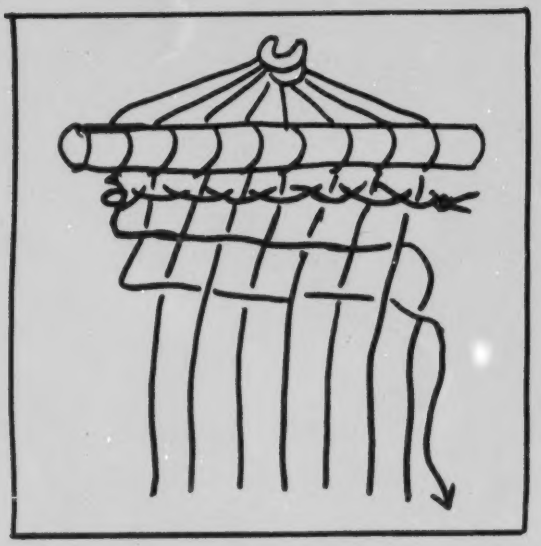


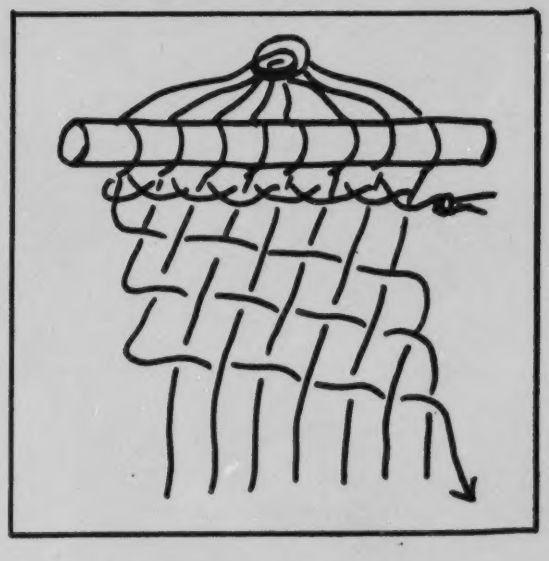


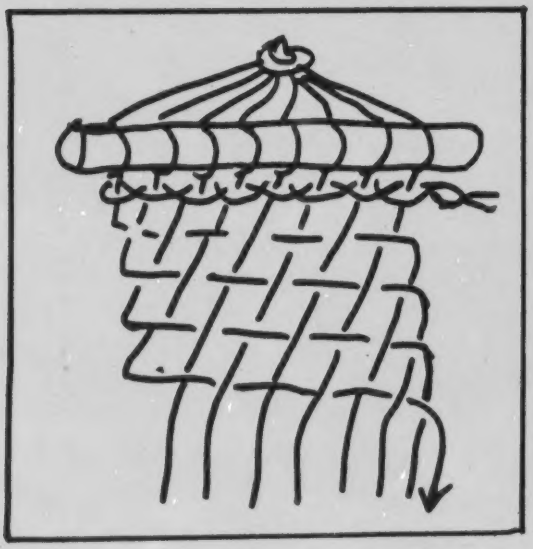
Finger Weaving

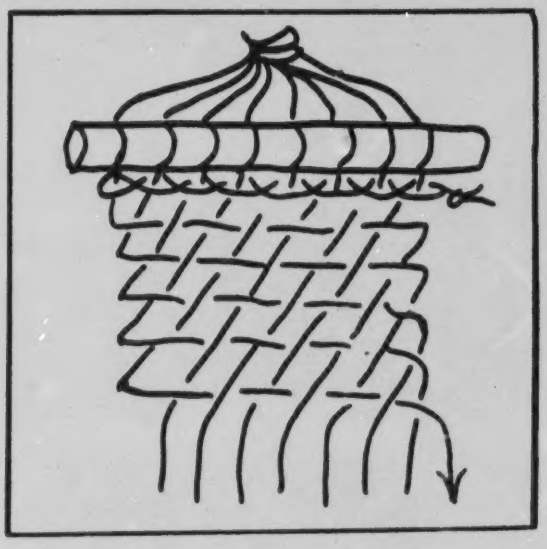
The Diagonal Stripe



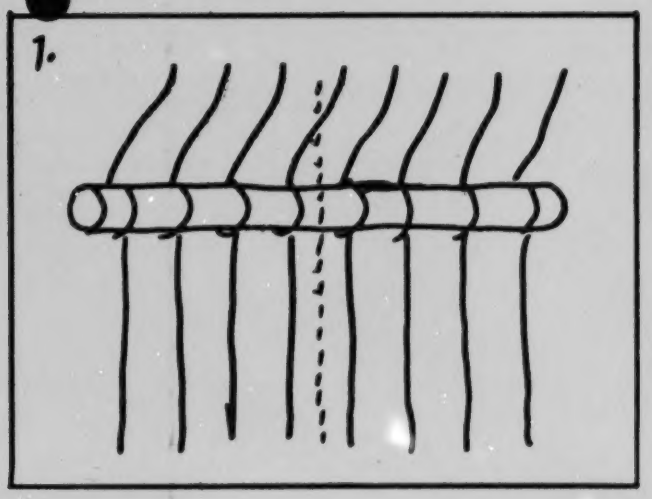


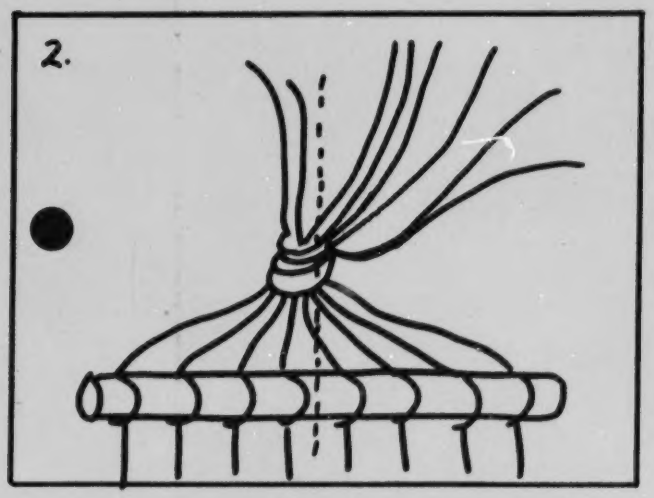


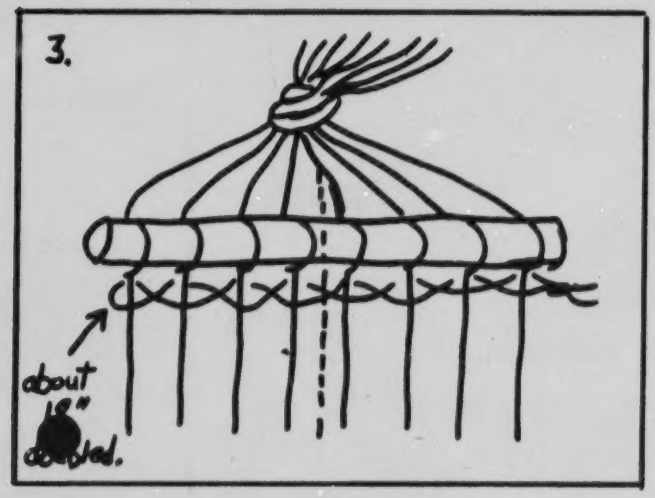




Finger Weaving







Length of yarn:

Waist measurement
+ length for tie
+ length of sash ends
Add, and double for weaving
Add final fringe lengths - each end

(62 lengths = app. 3" wide belt.

Figure 1. Length at top, to be fringe. Wrap each strand firmly around a stick.

Figure 2. Tie the fringe end in a knot, and fasten this knot to a secure weight.

Figure 3.

Secure the order of the yarn between and around each strand.

The material is now ready for weaving.

Plan for colors, and stripes by using 2 or 3 colors.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Quilling

TYPE OF ACTIVITY: Paper Craft

OBJECTIVE: Student will learn how to roll paper to make quills. Student will learn how to decorate using quilling techniques. Student will learn to make a three dimensional object using quilling technique.

BACKGROUND INFORMATION: Quilling is an ancient paper craft which was practiced in Europe before the colonies were formed. It was used in Revolutionary War times and for some took the place of needlework. Examples of this art from Pre-Revolutionary War times may be found in the Metropolitan Museum of Art in New York City. At the present time it is enjoying a revival.

MATERIALS AND RESOURCES:

1. Materials

   Quilling paper (comes packages multi colored about 22 inches long)
   Corsage pin or needle
   Craft glue
   Toothpicks
   Wax paper
   Tweezers

2. Resources

   Decorative Quilling, Craft Course Publications, Rosemead, California, 1973.

   Quilling, Harold. Mangelson and Sons, Inc., Omaha, Nebraska, 1973.

   The Art of Quilling, Craft Course Publications, Rosemead, California, 1974.

   Lynn's Craft Shop, Main Street (old Charles Carroll Hotel), Westminster, Maryland 21157.

   Busy B Craft Shop, Frederick Mall, U. S. 40W, Frederick, Maryland.

PROCEDURE:

1. Each shape is called a quill.

PROCEDURE: (cont'd)

2. A quill is made by rolling 1/8" wide quilling paper over a needle or corsage pin.

3. Quills may be shaped after rolling. Follow a quill primer which is found in quilling leaflets or crafts magazine.

4. Glue quill when you have the shape you want.

5. Practice making the various quills.

6. Put design on paper or whatever background is desired. This is needed for a pattern.

7. Place a foundation quill on design and work others around this one.

8. Glue it firmly and let it dry.

9. Funds will be needed to buy quilling paper and needles and some background material.

MODIFICATIONS AND VARIATIONS:

1. Home Economics students could use this project in home decoration as a project for Future Homemakers of America.

THEME: Heritage and Horizons

SUBJECT AREA: Art and Shop

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Duck Decoys

TYPE OF ACTIVITY: Craft, Learning Center

OBJECTIVE: The student will make a decoy.

BACKGROUND INFORMATION: Decoys used to lure flocks of birds into range have been used since ancient Egyptian times. Most of these were tame, live birds; although some stone duck decoys have been discovered. The wooden decoy seems to be strictly American. The American Indians made decoys of bulrushes, weaving and tying them into duck-like shapes and often attaching actual feathers.

MATERIALS AND RESOURCES:

1. Materials

   a. Clear pine wood
   b. Carving tools - chisel, draw knife or jack knife
   c. Sand paper
   d. Paint - flat white, tube colors to complete special color
   e. Glass eyes

2. Resources

Earnets, Adele. The Art of the Decoy (American Bird Carvings).
Mackey, William Jr., American Bird Decoys.
Forbush and May. A Natural History of American Birds.
Webster and Hehoe. Decoys of Shilbarne Museum.
Daniele, Joseph. Early American Duck Decoys, Gettysburg, Pa., Early American Life, Early American Society, 1974. Vol. V, No. 3, June 1974, Part I, Vol. V., Nov. 4 - August 1974, Part II.
Levy, Natalie. How To Carve A Duck, Creative Crafts Magazine, Carstens Publications, Newton, New Jersey, August 1974, Vol. 4, #4.

PROCEDURE: (time - 1-2 weeks)

Sandpiper decoys were "stick up types" made to stick into the sand. These would be best made in the Middle School.

1. Draw silhouette of the bird you choose.
2. Cut out the pattern in a 1½" pine board.
3. Trim slightly the edges to round them.
4. Add dowel in a drilled hole for the beak and another one for legs.

PROCEDURE: (cont'd)

5. Sand and paint with base coat of flat white.

6. When dry, add oil colors appropriate to bird.

VARIATIONS AND MODIFICATIONS:

1. Decoys may be made, silhouette type, and chip carved to show feathers. They may be used as supports on book ends.

2. Advanced students may make the entire duck decoy, following directions.

3. Younger students could make bird form (silhouette in cardboard then make more layers of cardboard) to create width. The entire cardboard form, when pasted together, could be finished with papier mache, or with Paris craft, and painted with tempore colors and varnished or lacquered for permanence.

4. These could be used as lamp bases or book ends or free standing sculpture.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Art, Language Arts
Social Studies

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Wood Cutting and Colonial Advertisement

TYPE OF ACTIVITY: Craft

OBJECTIVE: The students will demonstrate wood cut techniques, print at least one advertisement and write a jingle for their product.

BACKGROUND INFORMATION: Wood cut or wood engraving was the principle means by which printed advertisements were conveyed. Early wood cuts were used not only in advertising but for liturgical and secular works: chronicles, books of hours, bibelots, and later for illustrations for the classics. This art was adopted from the British and at its start in the colonies served only as a functional means of communication.

MATERIALS AND RESOURCES:

1. Materials

   a. Varied size pine planks about 7/8" thick (knot free)
   b. Cutting tools
   c. Printer's ink
   d. Paper
   e. Rollers (spoons)
   f. Pen and ink
   g. Carbon paper
   h. Glass sheet (metal)
   i. Large feathers (optional)
   j. Black ink

2. Resources

   a. Horning, Clarence P. Handbook of Early American Advertising Art. New York: Dover Publications, 1947.

   b. Sternberg, Harry. Woodcut. New York: Pitman Publishing Corporation, 1962.

PROCEDURE: (suggested time allotment at least ten 50 minute periods)

1. After a brief introduction on colonial advertising and wood cut using appropriate examples, teacher instructs students to think of a product, either colonial or modern day, which they will engrave and print.

2. Student will sketch a product on scratch piece of paper the same size as his or her block of wood pressing heavily enough to make a raised design on back.

PROCEDURE: (cont'd)

3. Carbon paper (carbon side down) is placed on good side of block.

4. Place sketch (original side down) on the carbon paper.

5. Trace design onto block, when carbon is removed design will be in reverse.

6. With wood cutting tools, carve out design (see Woodcut for tools).

7. When design is finished print on paper by squirting a line of ink onto glass, covering roller with ink, inking the wood, placing the paper over the inked wood, rubbing the wood with a clean roller or spoon until ink shows somewhat, and peeling finished print off.

8. Teacher should make sure that the paper is large enough so that there will be room for printing the jingle.

9. Students may want to make their own quill pen by taking a long feather, snipping off diagonally the featherless end, and slitting this end.

10. For lettering technique see Horning's book.

11. Students will print a jingle under their product and perhaps display them at the crafts display and auction.

VARIATIONS AND MODIFICATIONS:

Instead of woodcutting a design, students could woodcut an initial to get an idea of how the printing press worked. Each student could carve a different letter in a colonial style which could later be stamped on a long piece of brown paper to be displayed above a chalkboard, donated to an elementary class.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Franklin's Famous Flying Phenomenom

TYPE OF ACTIVITY: Arts, crafts

OBJECTIVE: The students will build a kite similar to Benjamin Franklin's kite of 1752.

BACKGROUND INFORMATION: Ben Franklin in 1752 determined, through an experiment with his kite, that lightning and electricity are identical. Franklin put this discovery to practical use by designing pointed lightning rods which diverted electrical charges from the house to the earth.

MATERIALS AND RESOURCES:

1. Materials

   a. 30" x 30" square of thin paper, sheer synthetic cloth, silk, or any other material capable of catching and holding wind.
   b. Glue
   c. Needle and thread
   d. String
   e. Scissors
   f. Yardstick
   g. Penknife
   i. Two sticks of cedar, spruce, for each long enough to reach the diagonal extremities of the cloth square and about 1/8" by 3/8" minimum cross section.
   j. Strips of cotton cloth each an inch wide, two feet long enough to form the tail. To start, the tail should be about 20 times the diagonal dimension of the kite.

2. Resources

   a. Garlet, Charles. "Ben Franklin's Kites." Early American Life. Gettysburg: Early American Society, Inc., April 1974.
   b. Stein, Conrad R. Benjamin Franklin: Inventor, Statesman, and Patriot. New York: Rand McNally and Co., 1972.

PROCEDURE: (suggested time allotment 2 weeks)

1. Using cord and glue, lash the sticks at their center so that they are square to each other and will not slip. (diagram)

2. Frame the crossed sticks with cord. First saw a slot about ¼" deep in the ends of the sticks. Then tie a knot about 3" from the end of the

PROCEDURE: (cont'd)

cord. Insert cord in slot, pull the knot up to the slot, continue the line to the next stick or corner of the frame. Pass the cord through the slot and continue to the next slot. Finally tie to the original end. Be sure to glue each corner. Make sure the frame remains square by having a helper hold the sticks as you work. (diagram)

3. The frame is now complete. Sew the cloth square to the string frame. This is an overhand stitch. Take care to make sure the stitches are as close as possible. (diagram)

4. The bridle consists of two strings. Tie one string to opposite ends of one of the cross sticks. The length of this bridle string should be equal to twice the length of one side. Set the other bridle string in from the ends of the cross-stick at approximately 1/3 the distance to the center. Balance is achieved by adjusting the bridle as you tie it with the flying string so that the kite hangs at a 20^{o} angle to the floor. (diagram)

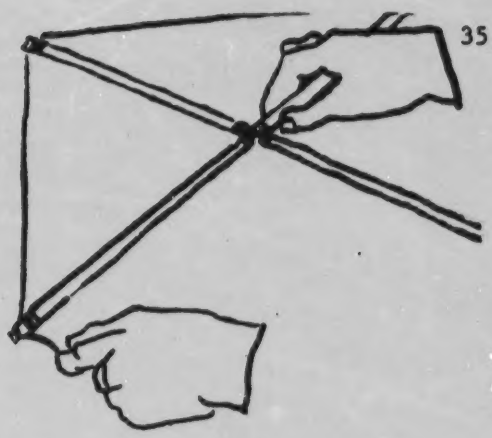
5. Construct a tail by tying lengths of cotton rag together. As mentioned above, the length of the kite, top to bottom, can be shortened later if necessary but it is best to start with a tail that's too long than one that's too short. (diagram)

VARIATIONS AND MODIFICATIONS:

Students may want to decorate kites before attaching cloth with stencils or famous Franklin sayings. A contest may be fun. Also the activity could be adapted to science class by conducting an experiment on lightning and electricity.

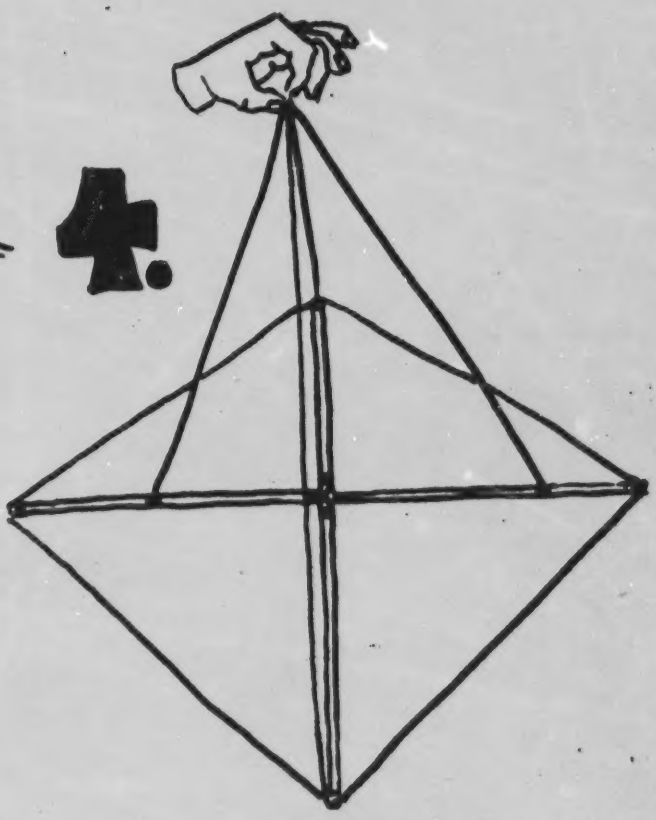
1.

2.



3.

4.



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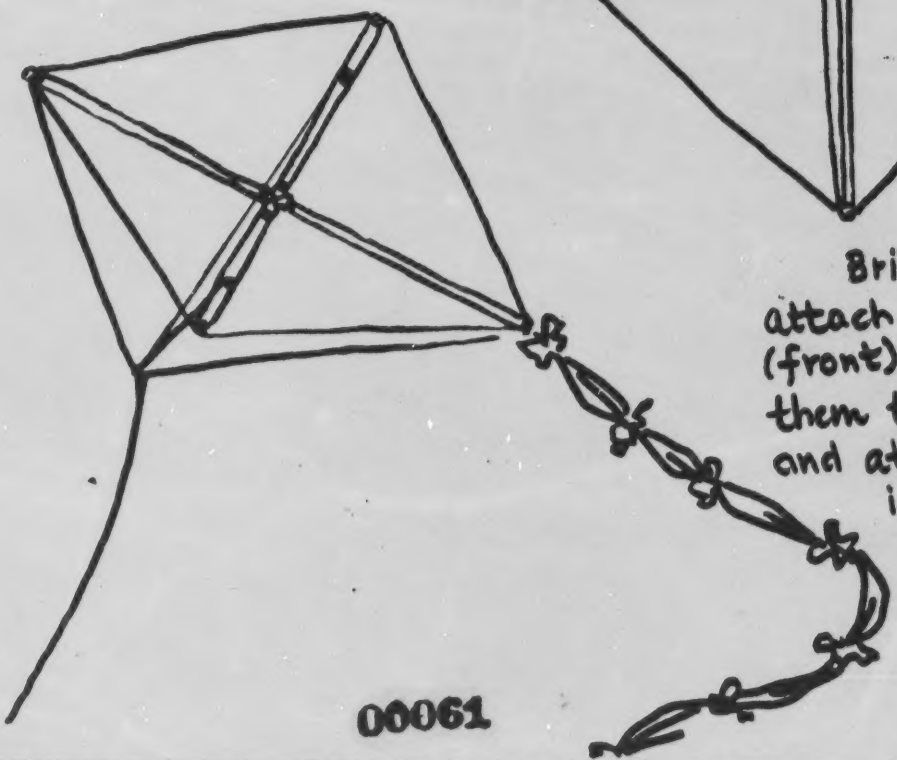


Bridle strings attach to the silk side (front) of kite. Pass them through cloth and attach to stick in rear.

THEME: Heritage

SUBJECT AREA: Art or Shop

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Chip carving; relief carving

TYPE OF ACTIVITY: Craft learning station

OBJECTIVE: The student will demonstrate technique and decorating possibilities in chip carving.

BACKGROUND INFORMATION: The chip carving skill entered this country with the Germans and the Pennsylvania Dutch. It was used to decorate small objects such as boxes, trivits, buttons, butter molds, cake and cookie molds and springerle rolling pins.

MATERIALS AND RESOURCES:

White pine or basswood scraps
No. 2 X-Acto knife or sharp pocket knife
No. 1 X-Acto liguid floor wax or paste wax

Johnstone, James B. Woodcarving Techniques and Projects. Menlo Park, California: Lane Books, 4th Printing, 1973. Sunset Book full of techniques and safety hints.

Hornung, Clarence P. Treasury of American Design. New York: Harry N. Alrams, Inc. Excellent for historical background with excellent pictures.

PROCEDURE:

1. Prepare the wood - saw the correct size and sand to clean.
2. Plan design in geometric patterns, using the triangle as the basic shape. Practice chip cut on scrap wood.
3. Draw the design on the wood.
4. Make stab cuts no deeper than 1/8" with No. 2 knife.
5. Slice with a No. 1 knife.
6. Finish with wax. Do not sand finished cuts. They must have sharp, clear edges. Shellac may be used before wax step if desired.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Papier Maché

TYPE OF ACTIVITY: Craft and learning station

OBJECTIVE: The students will create an object in the papier maché.

BACKGROUND INFORMATION: Papier maché was used in Ancient China when paper was invented. It followed the development of paper around the world. In France in the 17th Century even homes were made of papier maché. Buttons, bowls, jewelry, trays, boxes, and clocks were among the practical uses. Puppet heads were also made. However, paper was not in adundant supply in the colonies.

MATERIALS AND RESOURCES:

1. Materials

   a. Newspaper
   b. Paste or papier maché mixture

2. Resources

   a. Early American Life, August 1973, Papier Maché, Allison Wyrley Birch, p. 62 -.
   b. Shelley, William and Linse, Barbara. Papier Maché. Simset Book, Menlo Park, California, Lane Books, 1970.
   c. Lewis, Taylor, Biggs and Young, Joanne B. Christmas in Williamsburg. The Colonial Williamsburg Foundation. New York: Holt, Rinehart, and Winston, Inc. 1970.

PROCEDURE:

1. For using a mold:

   Place mold right side up, cover with dry strips of paper, place three layers at right angles to each other and paste paper. The last coat should be dry paper patted into the paste. Dry. Remove from mold.

2. Sand and decorate.

VARIATIONS AND MODIFICATIONS:

1. Make buttons using a piece of straw to keep shank open.

2. Make picture frames to hold a silhouette or a decoupage picture.

3. Make models of figureheads from ships.

4. Make trays to be decorated in the Pennsylvania Dutch method or the early American black background with gold stencil.

5. Bowls, vases, boxes, made over forms may be decorated in the free brush method. Any form that must have the maché placed on the outside may be cut in half from top to bottom to remove the mold and the seam mached firmly together.

6. Christmas decorations in Williamsburg were often apples, nuts, oranges, and pears. These may be coated with maché, cut in half when almost dry to remove the fruit, and resealed with mache strips, then painted. Two coats of varnish or lacquer will waterproof the piece.

7. Jewelry may be made in the forms of pins, beads, pendants, and belt buckles.

8. Clock cases, with elaborate decoration, were made in colonial times. Some students may be interested in mounting an old clock.

9. Small shelves, mats, supports to display plates.

10. Finally, although your students will find other uses for this media, remember that those objects that do not have to support weight may be made with 3 or 4 layers of paper. Those objects, such as trays, should have at least six layers of paper for strength.

11. Puppet heads and dolls may be made of the papier maché mask. There is a commercial one that is excellent to use. If money is short, use the maché egg cartons and soak them overnight in paste, starch, or commercial glue. If you need a mask that is extremely smooth, pour a cup of water into a blender, add one cup of the prepared mask, and mix until blended. Strain that mask through a colander to remove excess water.

12. Papier maché objects were often decorated with decoupage, the "craze" of France at that time.

THEME: Horizons

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Buttons

TYPE OF ACTIVITY: Project, simulation, collection, displaying artifacts

OBJECTIVES: Students will discover the art of button making through literature, field trips, and designing buttons in several media.

BACKGROUND INFORMATION: The most commonly known use of buttons is in keeping clothing together. Buttons have not always been so humbled. Many buttons are bought by collectors for $10,000. Button making includes almost every artistic media.

MATERIALS AND RESOURCES:

1. Materials

   a. Clay, clay tools, glaze, kiln
   b. Papier mache, tempura, shellac (for decoupage)
   c. Copper enameling equipment and kiln
   d. Stones, carving tools, finish
   e. Wood, carving tools, finish
   f. Shells, carving tools
   g. Metal, casting equipment, gorge
   h. Leather scraps
   i. Macrame

2. Resources

   Baird, Hugh A. "Button, Button . . . . Who Has The Button" Yankee p. 108-111, June 1973. (buttons illustrating our heritage)

   Epstein, Diana. Buttons. New York: Walker and Company 1968. (comprehensive information for Horizon's theme)

   Luscomb, Sally C. A Collector's Encyclopedia of Buttons. New York: Bonanza Books 1967. (complete list of names with examples in alphabetical order)

PROCEDURE: (suggested time allotment one week)

1. Discover buttons through literature and field trip.

2. Discuss the purposes of buttons and the value and prestige associated with certain buttons because of the media, craftsmanship, or uniqueness of design.

PROCEDURE: (cont'd)

3. Students will design a button or a set of buttons using an historical design or an individual one.

4. Students will choose one of the media listed under materials to work in and complete their buttons.

5. Buttons could be displayed.

VARIATIONS AND MODIFICATIONS:

1. Students may wish to incorporate this art project with a Home Economics project in making clothing on which to wear the buttons.

2. If bone or ivory is available, the art of schrimshaw could be practiced in button making. Ritchie, Carson. I. A. Schrimshaw, New York: Sterling Publishing Company, Inc. 1972. (complete "How to" book readable by students)

See "Field Trip to Baltimore Museums" Activity Sheet

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Artists of the 18th Century in America and England

TYPE OF ACTIVITY: Library visit, class project

OBJECTIVES: Students will compare styles of art in the 18th Century America and England. Students will discover facets of an artists life: political activities, inventions, travel which influenced and shaped the style of the period.

BACKGROUND INFORMATION: (See next page)

MATERIALS AND RESOURCES:

American Heritage. June 1958, "The Painter of the Revolution" (John Trumbull) p. 41.

Frankenstein, Alfred. The World of Copley 1738-1815. New York: Time-Life Books 1970.

Field trip see Baltimore Field Trip.

PROCEDURE: (Suggested time allotment one week)

1. Students will see films, visit museums, look at books about 18th Century artists.
2. Students will discuss work and decide to find out more about one artist to share with the group.
3. Students will share their information.

VARIATIONS AND MODIFICATIONS:

This could be followed by a unit on portraiture.

CHRONOLOGY: ARTISTS OF COPLEY'S ERA

UNITED STATES	ENGLAND
John Smibert 1688-1751	William Hogarth 1697-1764
Peter Pelham c.1695-1751	Richard Wilson 1714-1782
Joseph Blackburn c.1700-1763	Edward Penny 1714-1791
Robert Feke c.1705-c.1750	John Boydell 1719-1804
Joseph Badger 1708-1765	Joshua Reynolds 1723-1792
John Greenwood 1727-1792	Gavin Hamilton (Scottish) 1723-1798
Matthew Pratt 1734-1805	Thomas Gainsborough 1727-1788
John Wollaston fl.1736-1767	Joseph Wright (of Derby) 1734-1797
John Singleton Copley 1738-1815	George Romney 1734-1802
Benjamin West 1738-1820	Nathaniel Dance 1735-1811
Charles Wilson Peale 1741-1827	William Williams fl.1746-1747
Winthrop Chandler 1747-1790	Francis Wheatley 1747-1801
Ralph Earl 1751-1801	Joseph Farington 1747-1821
Joseph Steward 1753-1822	Henry Raeburn 1756-1823
Gilbert Stuart 1755-1828	Thomas Rowlandson 1756-1827
John Trumbull 1756-1843	William Blake 1757-1827
Reuben Moulthrop 1763-1814	John Hoppner 1758-1810
John Durand fl.1766-1782	John Opie 1761-1807
Richard Jennys fl. 1770-1800	George Morland 1763-1804
Raphaelle Peale 1774-1825	John Crome 1768-1821
John Vanderlyn 1775-1852	Thomas Lawrence 1769-1830
Rembrandt Peale 1778-1860	Thomas Girtin 1775-1802
Washington Allston 1779-1843	J. M. W. Turner 1775-1851
Edward Hicks 1780-1849	John Constable 1776-1837
William Jennys fl.1790-1802	John Sell Cotman 1782-1842

UNITED STATES

Samuel F. B. Morse 1791-1872

Francis William Edmonds 1806-1863

William Sidney Mount 1807-1868

D. G. Stouter fl. 1840

Wagguno fl. 1858

FRANCE

Francois Boucher 1703-1770

Jean-Baptiste Greuze 1725-1805

Jean-Honore Fragonard 1732-1806

Jacques-Louis David 1748-1825

ENGLAND

David Wilkie 1785-1841

Benjamin Robert Haydon 1786-1846

GERMANY

Anton Mengs 1728-1779

SWITZERLAND

Jean-Etienne Llotard 1702-1789

Angelica Kauffmann 1740-1807

Henry Fuseli (Jean-Henri Fussli) 1741-1825

SPAIN

Francisco Goya Lucientes 1746-1828

Copley's predecessors, contemporaries and successors are grouped here in chronological order according to country. The bands correspond to the life spans of the artists or, where this information is unknown, to the approximate periods when they flourished (indicated by the abbreviation "fl").

THEME: Heritage

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Silhouette Cutting

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Students will create a design to finish as a silhouette project.

BACKGROUND INFORMATION: Silhouette cutting is an ancient art which regained popularity during the 18th Century.

MATERIALS AND RESOURCES:

Ancestors in Silhouette by E. Augustin Edovart compiled by Mrs. E. Neville Jackson.

History of Silhouettes, E. Neville Jackson.

Shades of Our Ancestors, Alice Van Leer Carrick.

The Art of Silhouette, Desmond Coke.

Early American Life "Silhouette Cutting" June 1974.

Materials:

Carbon paper
Tracing paper
Black construction paper
White or off white art paper
Sharp scissors
X-acto knife
Hard lead pencil
White glue
India ink
Paint brushes
Gold paint

PROCEDURE: (suggested time allotment two periods)

1. Find or create a design that tells a story.
2. Simplify design by tracing the outline on tracing paper.
3. Using carbon paper and black construction paper transfer the design.
4. Carefully cut the design.
5. You may choose the positive or negative (reverse) silhouette to finish.
6. Silhouette may be traced on white paper and filled in with india ink.

PROCEDURE: (cont'd)

7. Finished silhouettes should be matted and possibly framed.

VARIATIONS AND MODIFICATIONS:

This could be a good activity for elementary or middle school students.

THEME: Heritage

SUBJECT AREA: Arts and Crafts

GRADE LEVEL: 6 thru 12

NAME OF ACTIVITY: Macramé cradle for plants or candles

TYPE OF ACTIVITY: Craft learning station

OBJECTIVE: The student will demonstrate basic macramé knots and make a finished project.

BACKGROUND INFORMATION: The earliest known form of macramé was done with the square knot in Arabia to make a headband to hold a kerchief over the head. The idea was picked up by sailors and spread around the world. As early as the 15th Century sailors were bartering macramé items in India and China. It came to America with the seamen as an inexpensive way to make elaborate fringes and useful household objects.

MATERIALS AND RESOURCES:

1. Materials

   a. Any type of cord
   b. "Donkey Beads"
   c. Brass rings or turkey neck bones, anything that will act as a "holding cord"
   d. Knotting board (clipboard covered with towel)
   e. Pins

2. Resources

   Stiles, Seganne. Creating With Macramé. Fort Worth, Texas: Decorator Crafts, 1971. (paperback, inexpensive, full of interesting projects)

   Macramé, Start to Finish. Temple City, California: Craft Course Publishers, Inc., 1971.

   Lampton, Susan, Editor. Macramé Creative Knot-Tying. Menlo Park, California: Lane Magazine and Book Company, 1972. ($1.95)

PROCEDURE:

Hints: To prevent cords from fraying:
Nylon, silk, or rayon - singe ends with a candle or dip ends in wax, or dip into white glue
Cottons, linens - knot ends
To splice cords:
Unravel both ends to be joined, coat with white craft glue, twist together and allow to dry. If cord has a center core, pull out about ½" core from one end, unravel covering for ½" on other end,

PROCEDURE: (cont'd)

coat with glue and insert core into covering.
Use pins to keep the knots flat and even.

VARIATIONS AND MODIFICATIONS:

A large wall hanging may be made by a committee of students, working from a bulletin board or a long padded board. Use bulldog clips to hold cords in place. This could make a backdrop for the display of smaller pieces that could be sold in a Festival week.

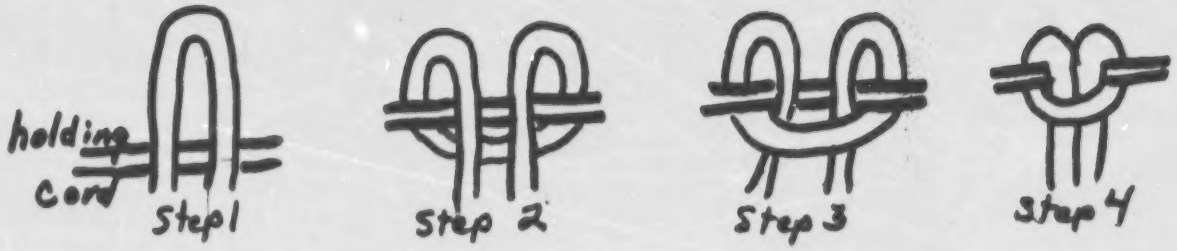
Hanger cradle could be made to fit bowls in ceramic class. Plant cuttings could be rooted in science class and the ensemble could be sold at the Festival auction.

Purses or hand bags could be made in Home Economics and decorated with macramé.

Macramé is the "in" thing right now. Necklaces, belts, even dresses and vests are in style.

MACRAMÉ

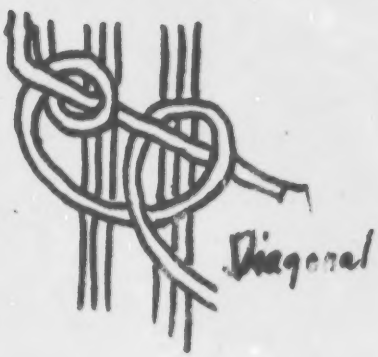
Lark's Head



Square Knot (Left hand)

Double Half Hitch, Horizontal

Double Half Hitch



Add beads made of clay (Fired)
paper maché, bread dough, carrots, potatoes, and turkey neck bones.

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From: Macrame Start to Finish, Temple City, California Craft Course Publishers, 1971.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Stenciling

TYPE OF ACTIVITY: Stenciling on Wood, Tin, Paper, or Cloth

OBJECTIVE: The student will reproduce a design in the stencil method.

BACKGROUND INFORMATION:

American Stencils can be found on walls, floors, furniture, and household utensils. The stenciling on walls and floors were simple and two dimensional in concept. The furniture designs were much more ornate, often striving for a three-dimensional effect. Furniture stencilers often used bronze powder in their work and were sometimes known as gilders.

The artists who stenciled on walls were usually itinerants who wandered from town to town decorating as they went. This method was especially popular over all the colonies because it was cheap and durable. The original stencils were metal and could be used and reused.

MATERIALS AND RESOURCES:

To make a small tray:

Paper plates or foam meat trays
Papier mache paste, newsprint
Sand paper
Stencil paper and X-Acto knife
Stencil brushes, tempora paint thickened with liquid starch
Lacquer or varnish

Hallett, Charles. Furniture Decoration Made Easy. Boston, Massachusetts: Charles T. Branford Co., 1952. (easy steps to reproduce an antique piece, from cleaning down to the bare wood to the authentic stencil patterns)

American Home Patterns are available to stencil plank bottom chairs and authentic stencils for the Hitchcock and most any other type you would desire. If anyone is interested see Mrs. A. Miller, West Middle School, for some to be borrowed or copied.

Zook, Jacob and Zook, Jane. How To Paint and Decorate Furniture and Tinware. Paradise, Pennsylvania: Jacob and Jane Zook, 1960. ($1.79) Good instructions. Design folders are available from the same source on: Pennsylvania Dutch Hex Sign Patterns: #H-500 ($1.25)
Pennsylvania Dutch Patterns: D-200 ($1.25)
Pennsylvania Dutch Stencils: S-300 ($1.25)
Hexology - History and Meanings of Hex Signs by J. & J. Zook. ($.50)

MATERIALS AND RESOURCES: (cont'd)

Hornung, Clarence P. Treasury of American Design. New York: Harry N. Abrams, Inc. (excellent historical reference with lots of pictures)

PROCEDURE: (suggested time allotment 1 week)

1. Put at least three coats of papier mache strips on the basic tray. Alternate layers for support.
2. Allow to dry. Sand until smooth.
3. Place background color on the tray and allow to dry.
4. Make a design to fit into the center of the tray. Separate colors.
5. Cut a separate stencil for each color. Make sure there is a pad of newspaper under the stencil so the table will not be cut.
6. Place stencil in bottom of tray. Use stencil brush with a stipple motion and add first color.
7. Allow to dry before next stencil is used.
8. After all colors are finished, and piece is completely dry, paint with two coats of varnish, allowing to dry 24 hours between coats. This will waterproof your tray so it can be wiped off. Not recommended for putting in dishwashers.

VARIATIONS AND MODIFICATIONS:

1. An old chair may be refinished and stenciled in the authentic style. Allow several months.
2. Wooden boxes may be made in shop, and decorated by the stencil method in art class.
3. Metal shop students could make tin-ware; the candle sconces, the bread boxes, and lanterns, and they could be decorated with stencils drawn and cut in art class.
4. T-Shirts could be stenciled with an appropriate bicentennial design and sold at the auction. This could be a design unit in art class that could be set up as an assembly line procedure.
5. Wall hangings could be stenciled with some of Benjamin Franklin's quotes, Pennsylvania Dutch sayings, or historical quotes, as "Don't Tread on Me". These could also be an assembly line job.

VARIATIONS AND MODIFICATIONS: (cont'd)

6. Stencil wall designs could be "lifted" and placed on newsprint (the roll ends from the newspaper are very inexpensive) to make packages of wrapping paper; again to be sold at the craft sale or auction.

7. Stencil designs of the American Eagle could be placed on heavy paper, and sold to put on a notebook cover, with clear contact paper to cover and protect it.

8. Stencil designs could be used to make many copies of ceramic tiles to be sold as table trivets.

9. Stencil designs of colonial craftsman as contrasted to the craftsman of the future in the same materials could be worked up to make a set of placemats for sale.

10. Stencil designs could also be used for stationery - letter paper and greeting cards.

THEME: Heritage

SUBJECT AREA: Arts and Crafts

GRADE LEVEL: 6, 7, 8

NAME OF ACTIVITY: "Pennsylvania Dutch" Pottery

TYPE OF ACTIVITY: Ceramics with slip and/or sgraffito decoration

OBJECTIVE: The student will create pottery using the Pennsylvania Dutch decorations and patterns.

BACKGROUND INFORMATION: German settlers in Pennsylvania found the rich red clay in eastern Pennsylvania and white clay in New Jersey. The demand for kitchen articles kept him busy. Some red clay roofing tiles were made. Later, plates known as "tulip" ware were also made to commemorate weddings, births, or other important dates. Toys, coin banks, hanging baskets, and candlesticks were among other types of pottery.

MATERIALS AND RESOURCES:

Red pottery clay
White pottery clay
Ceramic kiln
Glaze

History: Hornung, Clarence P. Treasury of American Design. New York: Harry N. Abrams, Inc. Excellent pictures - text adult level.

Technique: Sanders, Herbert H. How to Make Pottery and Ceramic Sculpture. Menlo Park, California: Ninth Printing, 1971. Good, clear, concise directions, readable by students.

PROCEDURE: (suggested time allotment one to three weeks - off and on)

A 1. Make pattern of the design to size.

2. An aluminum pie pan may be used for a mold. Cover it completely with dry, thin wet strips of newspaper to make a smooth surface, while it is upside down.

3. Roll out red clay, 1/4" to 3/8" thick, as if it were pie crust.

4. Place clay over mold, pat down until it fits completely, trim edges.

5. Roll a small snake of clay to make the rim on the bottom. Attach it with slip and work it in completely.

PROCEDURE: (cont'd)

6. Allow to dry until it will hold its shape. It should still be slightly moist. Remove from mold, turn right side up.

B 1. For slip decoration make a thin, watery white clay. Place in any plastic bottle with a nozzle tip.

2. Trace design on plate by putting pattern on plate and drawing the lines firmly.

3. Remove pattern, go over lines with the slip by squeezing bottle gently.

4. Allow to dry completely, usually one week.

5. Fire to the proper temperature for your clay.

6. Apply clear transparent glaze.

7. Fire the glaze, making sure there is no glaze on the bottom where the plate sits on the shelf.

C 1. For sgraffito decoration, repeat steps 1A thru 6A.

2. Trace pattern onto plate.

3. Paint with a coat of white slip.

4. Allow slip to dry until it loses its shine. It should be from 15 to 30 minutes. With a very sharp pencil or a compass point, scratch through the slip wherever your traced pattern shows. Some areas may be completely scraped clear, others just drawn into the red clay, through the white clay.

5. Allow to dry then clean up any crumbs that were left. Handle very carefully as the raw clay is very fragile.

6. Fire it to appropriate temperature.

7. Coat with clear glaze, fire again, after cleaning all glaze from the bottom rim.

VARIATIONS AND MODIFICATIONS:

1. The student may make his "hallmark" carved into a carrot end, or a small piece of plaster, or a small design fired in clay and then impress it into the center of the bottom of the wet clay plate for identification. Examples may be found on your own silver and china, or in most books of antique silver, pewter, or china.

VARIATIONS AND MODIFICATIONS: (cont'd)

2. Banks may be made by putting two "pinch pots" together and adding legs, head, ears and cutting slot in back. Remember to put a hole in the bottom to be filled by a cork if you expect to use it!

3. Flat tiles to be used on the table may also be decorated with the slip or sgraffito method. This would be easier than plates for a full class, simply because kiln room is generally limited.

4. Candlesticks may be made of two pinch pots put together at their bases.

5. Hanging baskets may be made by the coil method with holes in the top rim for attaching rope. This may be decorated in the Pennsylvania Dutch style. Some may be made without the holes, to be hung in a macramé cradle.

THEME: Festival

SUBJECT AREA: Home Economics, Language Arts

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Preserving Food

TYPE OF ACTIVITY: Learning Center or Project

OBJECTIVE: The student will participate in various activities in food preservation. He will list at least three methods used to preserve food in the Revolutionary Period.

BACKGROUND INFORMATION: Colonists during the Revolutionary Period grew and preserved their winter food supply. Burying, pickling, drying, salting, and smoking were among the methods used.

Pickling was used to preserve foods such as sauerkraut, beans, corn, and beets. Drying was used to preserve pumpkin, sweet potatoes, corn, okra, beans, peas, and fruits. Potatoes and cabbage were buried in holes dug below the frost line and covered with straw and dirt. Vegetables could be kept through the winter by preserving in these ways.

Meats and fish were preserved by smoking and salting. Both of these, unlike vegetables, could be caught or killed for fresh meat and fresh fish all year.

MATERIALS AND RESOURCES:

*Materials will vary according to the product being preserved:

1. Pumpkin
2. Sweet potatoes
3. Corn
4. Beans
5. Apples
6. Cabbage
7. Sugar
8. Peas
9. Cinnamon
10. Pan
11. Salt
12. Water
13. Crock
14. Stove

Resource

1. The Foxfire Book.
2. F1750, Early Food Processing: The Cheese House

PROCEDURE:

1. Learning Center

   a. Have background information posted.

PROCEDURE: (cont'd)

b. Give directions for each activity your group is to do.

c. Have materials ready for each activity. (Many foods can be brought in from family gardens.)

2. Project (one planning period, one working period)

a. Discuss methods of preserving foods today.

b. Discuss methods used two hundred years ago.

c. Share several recipes for preserving food with the class.

d. Decide which foods the class wants to preserve.

e. Divide the class into interest groups.

f. Choose a chairman for each group.

g. Plan project using recipe.

h. Follow directions given and preserve the food.

A. Drying Pumpkin

1. Slice the pumpkin around in circles.

2. Take the seeds out.

3. Peel.

4. Hang on sticks until dry.

5. Store in sacks

6. *When ready to use, cook several hours.

B. Drying Sweet Potatoes

1. Boil the potatoes until done.

2. Slip off the skins.

3. Slice.

4. Put on a clean white cloth.

5. Put out in the sun each day until dry.

6. Stack for winter use.

PROCEDURE: (cont'd)

C. Drying Corn

1. Husk.
2. Wash.
3. Cut corn off the cob.
4. Spread in the sun to dry.

D. Drying Beans

1. Thread a long needle with a long strong thread, knot.
2. Push the needle through the center of the bean.
3. Push the beans together at the end of the thread.
4. Hang up the string by one end in the warm air but not in direct sunlight.
5. Let hang until dry.
6. Store in a bag until ready to use.

E. Drying Peas

1. Pick the peas when ripe.
2. Lay them in the sun to dry.
3. After they are thoroughly dry, place them on a sheet outside on a windy day.
4. Beat the hulls off with a stick.
5. The wind will blow the chaff away and leave just the peas.
6. Store the peas in a sack until needed.

F. Making Sauerkraut

1. Select firm cabbage heads.
2. Chop.
3. Pack a crock with alternating layers of chopped cabbage and a sprinkling of salt (a half cup of salt per gallon of cabbage).
4. When jar is filled, cover with a clean white cloth.

PROCEDURE: (cont'd)

5. Place a flat flint rock or other weight on top to hold the cabbage under the brine.

6. Let stand ten days.

G. Pickled Beans

1. String and break beans.

2. Wash and cook until tender (about one hour).

3. Wash again in cold water.

4. Pack tightly in a clean crock.

5. Add enough salty water to cover (one-half cup per gallon of water).

6. Weight down.

7. Let stand ten to fourteen days.

*Beans will keep in the crock until needed

H. Drying Apples

1. Slice into thin slivers or core and slice into rings.

2. String rings on poles or spread slices out to dry.

3. Set in the sun or in front of a fireplace until brown and rubbery (usually two to three days).

4. Turn frequently to dry evenly.

5. Store in sacks.

*Peaches can be dried just like apples

I. Making Apple Butter

1. Peel and slice apples.

2. Immediately place them in a pan of cold salty water so they won't turn brown.

3. Rinse the salt out.

4. Cook the apples until mushy.

PROCEDURE: (cont'd)

5. Add one cup of sugar to every cup of cooked apples.

6. Add cinnamon to taste.

7. Cook until thick.

VARIATIONS AND MODIFICATIONS:

1. Groups can be assigned for each food and as a culminating activity (approximately a month later) food can be prepared and eaten.

2. Find other methods and recipes for preserving.

THEME: Heritage, Festival

SUBJECT AREA: Art

GRADE LEVEL: 6-8

NAME OF ACTIVITY: Dried Flower Arrangement

TYPE OF ACTIVITY: Craft

OBJECTIVE: The students will make a papier mache vase and dry 5-7 flowers to place in the vase in a pleasing arrangement.

BACKGROUND INFORMATION: Colonists made beautiful flower arrangements by drying flowers with borax or sand. These arrangements could be displayed year round, their color being indefinitely preserved.

MATERIALS AND RESOURCES:

1. Fresh flowers (roses, pansies, violets, sweet peas, chrysanthemums, zinnias, marigolds, and daisies)
2. Florist's wire
3. Airtight container (coffee can or plastic cheese container)
4. Plastic bag
5. Borax
6. Wire or string
7. Soft brush
8. Filler materials (wheat, baby's breath, Queen Anne's lace, weeds, cattails, clover, goldenrod, yarrow
9. Styrofoam cups
10. Styrofoam disks to insert in cups
11. Papier mache materials (see papier mache lesson)

Kane, Lawrence. "Dried Flowers." Family Circle. New York: New York Times Media Company, Inc. August 1974, p. 70.

Sattler, Helen Roney. Recipes for Art and Craft Materials. New York; Lothrop, Lee and Shepherd Co., 1973.

PROCEDURE: (suggested time allotment 2 weeks minimum)

While students are working on their papier mache "vases" from styrofoam cups, their flowers will be drying in borax. Since the drying time is four weeks, the flowers must begin to dry two weeks prior to the time of making the papier mache pots umless the pot making time will take four weeks or another project lasting two weeks may be completed in the meantime. A new product, called silica gel, however, which can be purchased in a garden supply or florist shop, can cut down the drying time from four weeks to two-five days. The substance is expensive but reusable.

1. Pick flowers at the peak of their bloom.
2. Remove stems. Make new stems with florist's wire. Run wire through the base of the flower and twist the two ends together.
3. Line the coffee can or plastic cheese container with the plastic bag.
4. Pour enough borax into the plastic bag to cover the bottom to a depth of one inch.
5. Place flower face down in the borax. Pour about one inch of borax over the top of the flower. Add more flowers and borax until the container is full.
6. Gather the top of the bag, squeezing out all the air inside it. Fasten shut with wire or string.
7. Place lid on can and set aside in a dry place for at least four weeks.
8. Remove flowers from borax and carefully brush away all borax with a soft brush.
9. Materials to be used as filler should be dried by hanging upside down in a garage, basement or any other dry, dark area. The bundles should be tied with rubber bands. They should hang for 7-14 days. Be sure to spray cattails and goldenrod with hairspray after they dry to prevent their falling apart.
10. After "vase" is complete, flowers and filler have dried, insert a round styrofoam disk the same size as "vase" bottom and about ½" - 1" thick into the bottom of the cup.
11. Arrange flowers and filler in "vase" by inserting wire stems in styrofoam.
12. If petals break off, attach with white glue using a toothpick.
13. To strengthen wire stems, wrap with florist tape.

VARIATIONS AND MODIFICATIONS:

Instead of borax, cornmeal could be used to preserve flowers.

Materials:

1. One part powdered borax
2. Two parts cornmeal
3. Covered cardboard box (a shoe box or stationery box)
4. Fresh flowers

Procedure:

1. Thoroughly mix borax and cornmeal.
2. Cover the bottom of the box with 3/4 of an inch of this mixture.
3. Cut flower stems about 1 inch long. Lay the flowers face down in this mixture. Spread the petals and leaves so that they lie as flat as possible. Do not place flowers too close together.
4. Cover the flowers with 3/4 of an inch of mixture.
5. Place lid on box and keep at room temperature for 3 to 4 weeks.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 7-8

NAME OF ACTIVITY: Silence is Golden?

TYPE OF ACTIVITY: Social drama, role playing

OBJECTIVE: The students will be able to identify Benjamin Franklin's 13 virtues and reach a concensus to determine 10 virtues of their own and role playing each.

BACKGROUND INFORMATION: The colonial mind seemed to be, for the most part, geared toward self-discipline and temperance - mostly from a necessity evolving from the turbulent time. This trend in thought is exemplified in Benjamin Franklin's Autobiography containing 13 virtues he held to be necessary and desirable and most influential in his life.

MATERIALS AND RESOURCES:

1. Magic marker
2. Strips of tagboard

Resource: Beaty, Richard et.al. Eds. The American Tradition in Literature, Third edition, Vol. 1. New York: W.W. Norton and Company, Inc., 1967.

PROCEDURE: (suggested time allotment two 50 minute periods)

1. Introduce the idea of virtue, what it means and how it establishes morals, ethics, life styles.

2. Discuss what virtues would be necessary for explorers, colonists, doctors. Would these be similar? Universal?

3. Discuss one man's set of virtues - Ben Franklin:

    1. Temperance. Eat not to dullness; drink not to elevation.
    2. Silence. Speak not but what may benefit others or yourself; avoid trifling conversation.
    3. Order. Let all your things have their places; let each part of your business have its time.
    4. Resolution. Resolve to perform what you ought; perform without fail what you resolve.
    5. Frugality. Make no expense but to do good to others or yourself; i.e., waste nothing.
    6. Industry. Lose no time; be always employed in something useful; cut off all unnecessary actions.
    7. Sincerity. Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.
    8. Justice. Wrong none by doing injuries, or omitting the benefits that are your duty.
    9. Moderation. Avoid extremes; forbear resenting injuries so much as you think they deserve.
    10. Cleanliness. Tolerate no uncleanliness in body, clothes, or habitation.
    11. Tranquility. Be not disturbed by trifles, or at accidents common or unavoidable.

12. Chastity. Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.
13. Humility. Imitate Jesus or Socrates.

4. Students could examine these in groups, then paraphrase in modern terms to class or class may discuss as a whole. Notice the ten commandment format.

5. After discussion, students will brainstorm all the virtues they feel are necessary for survival in the Twentieth Century.

6. The ten most important will be selected and listed 1-10.

7. Class will divide into ten groups.

8. Groups will number off from 1-10. The number which corresponds to the number of the virtue listed on the board will be the responsibility of that group to present to the class.

9. Each group will print the name of its virtue on the tagboard.

10. Each group will create a skit to illustrate the virtue. The skit must be modern day, something relevant to their lives.

11. Skits will be presented to the class in no specific order.

12. Following each skit, the class will guess which virtue was dramatized and why. A person from the group will hold up the card to show the class the actual virtue and in one sentence will sum up what the virtue means, similar to Franklin's method.

or 13. Prior to each skit the virtue title could be posted; following the skit the class can discuss the relevance between the skit and the virtue, then the group may sum up what the virtue means to them in one sentence.

14. Wrap up discussion: How are Franklin's virtues similar to yours? Why? How is our life today similar to that of Revolutionary America? Do the times produce different virtues? Do virtues remain constant? Why did men like Moses or Ben Franklin list virtues? How could this be helpful in influencing lives? In what ways do you think virtues may change by the 21st Century?

VARIATIONS AND MODIFICATIONS:

Students may want to pantomime or dramatize Franklin's virtues in modern day terms.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Language Arts, Science, Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Audubon's Birds of America

TYPE OF ACTIVITY: Research - Mural

OBJECTIVE: Having chosen appropriate research materials the students will be able to create a mural about birds in their natural surroundings. Outstanding characteristics of each bird drawn will be recorded on the mural.

BACKGROUND INFORMATION: John James Audubon was one of the first to study and paint birds of the United States.
In 1803 Audubon went to live on an estate called Mill Grove near Philadelphia. Here he spent much time drawing birds. Later he and his family moved to Louisville, Kentucky where he spent much time wandering through the countryside looking for birds. He conceived the idea of publishing a collection of paintings of American birds.
When the collection of paintings was finished Audubon was unable to find an American publisher. He went to England and Scotland in 1826 where his pictures created a sensation. He published Birds of America, a work of eighty-seven parts containing four-hundred and thirty-five life-sized colored engravings made from his water colors.
Audubon returned to the United States in 1839 and published American editions of his bird paintings.
The National Audubon Society was founded in 1905. The society provides teaching aids on natural history and conservation. The society's national headquarters are at 1130 Fifth Avenue, New York, N.Y. 10028.

MATERIALS AND RESOURCES:

1. Materials

   a. Research materials
   b. Mural paper
   c. Chalk, crayons, felt pens

2. Resources

   Pough, Richard. Audubon Bird Guide. Doubleday 1949.
   Ford, Alice. Audubon's Animals. Crowell, 1951.

PROCEDURE:

1. Discuss importance of Audubon's sketches and water colors to Americans.
2. Divide the class into interest groups for research on birds Audubon included in his study.
3. Work period - gathering information.
4. Report information and sketch pictures on mural.

VARIATIONS AND MODIFICATIONS:

1. Individual pictures and research can be done by interested students.

2. Compile a book of sketches the students have done on birds they have observed at home or school.

THEME: Heritage

SUBJECT AREA: Language Arts, Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Tour Guides of the Revolution

TYPE OF ACTIVITY: Learning Station

OBJECTIVE: The student will be able to organize a tour brochure describing an historic event of the American Revolution.

BACKGROUND INFORMATION: The American Revolution gave birth to a new nation. Many United States citizens fail to take advantage of the many historical sites available to them. It is hoped that through this learning station the student will become familiar with some of these historical sites.

MATERIALS AND RESOURCES:

1. Materials

   a. Paper for letter writing

   b. Paper for brochures

   c. Scissors

   d. Paste

   e. Felt pens

   f. Colored pencils

2. Resources: Resource books on specific topic
   Encyclopedia

   Murfin, James V. Nat'l Park Service Guide to the Historic Places of the American Revolution. D. C. Office of Publications, Nat'l Park Service, Dept. of Interior, 1974.

PROCEDURE:

1. Prepare a learning station with directions for making a brochure. (Background for the station can be scenes depicting events of the revolution)

2. Directions

   a. Choose an historical event during the Revolution on which you would like to become an expert.

   b. Use resource materials to find information on your topic.

      1. Picture file 2. Filmstrips 3. Resource books 4. Encyclopedia

c. Look for pictures in magazines on your topic.

d. Write letters to various centers for information on your topic.

e. Draw scenes depicting events on your topic.

f. Organize your information in brochure form:

1. Pictures 2. Diagrams 3. Sketches 4. Information

g. Tack your travel brochure to the "Revolutionary Tours" board. (A space should be provided at the center to display brochures)

VARIATIONS AND MODIFICATIONS:

1. Experts on each topic can guide the class on a tour. Experts can present drawings and pictures found in research by using the opaque projector. Dioramas, diagrams, and displays can be placed in a "museum" on the chosen topic. Filmstrips or movies can be shared by the tour guide.

2. A class museum using dioramas, diagrams, and displays can be set up using information from the travel brochures.

Suggested Subject Areas:

Mt. Vernon
Liberty Bell
Boston Tea Party
Bunker Hill
Philadelphia
Paul Revere
Committees of Correspondence
Continental Congress
Stamp Act
Lexington and Concord
Valley Forge
Williamsburg
Yorktown
Family Life

THEME: Heritage

SUBJECT AREA: Language Arts, Social Studies

GRADE LEVEL: 5-8

NAME OF ACTIVITY: Today In Revolutionary History

TYPE OF ACTIVITY: Readings Over School P.A.

OBJECTIVE: The student will be able to collect information on an historical event relative to that calendar day and read it for the student body over the P.A.

MATERIALS AND RESOURCES:

1. Appendix of Carroll County Middle School Bicentennial Guide "Historical Chronology of the Revolutionary Period"
2. Coggins, Jack. Boys in the Revolution. Harrisburg, Pa. : Stackpole Company, 1967.
3. World Book Encyclopedia

PROCEDURE: (suggested time allotment 1 minute)

1. Select students to participate.
2. Select topics and dates to be used.
3. Determine time of day at which readings will be done.
4. Have student read an event that relates to the day in Revolutionary history period which coincides with the current calendar day.

VARIATIONS AND MODIFICATIONS:

1. Students may find a different source or event to supplement those in the suggested source.
2. Include a copy in all of the guides.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 5-8

NAME OF ACTIVITY: To Tell the Truth

TYPE OF ACTIVITY: Game

OBJECTIVE: The students will be able to identify major contributions of important people during the Revolutionary period through question and answer in a To Tell the Truth format.

BACKGROUND INFORMATION: Throughout the period of the Revolution (1760-1790) certain Americans and Europeans made contributions which created historical turning points. Without an understanding of the contributions of these people, it would be impossible for the students to grasp the situation meaningfully.

MATERIALS AND RESOURCES:

1. Materials

   a. Small slips of paper
   b. Three numbered desks

2. Resources

   a. Bliden, Bruce, Jr. The American Revolution 1760-1783. New York: Random House, 1958.

PROCEDURE: (suggested time allotment 45-50 minutes, one day preparation)

1. See the compiled list of Revolutionary contributors.
2. Choose three, five or more people to be used in game.
3. On three slips of paper mark an "RC" (revolutionary contributor) and on the rest a "P" (panel), then put both sets in a box.
4. Make sure that students are familiar with the contributors before the game through assigned research or speeches.
5. The three students who choose the "RC" slip sit in three marked chairs at front of room. The rest of the class is the panel.
6. The panel may be divided into groups of 4-6, taking turns asking questions to the contributors.
7. After a time limit, questions stop and panelists in the group choose the best or most convincing contributor and write a short paragraph of explanation giving reasons why. Students will be evaluated on reasons.

PROCEDURE (cont'd)

8. Three new "RC's" may be chosen and a new game begins with a new set of panelists.

VARIATIONS AND MODIFICATIONS:

The contributors can also be adapted to a What's My Line format where students may guess not only the contributions but the name of the contributor as well.

American and European

Revolutionary Contributors

1. John Adams
2. Benedict Arnold
3. Mrs. Benedict Arnold
4. Major John Andre
5. General John Burgoyne
6. General Guy Carleton
7. General Sir Henry Clinton
8. Brigadier General Conway
9. General Charles Cornwallis
10. William Dawes
11. Major Patrick Ferguson
12. Benjamin Franklin
13. General Thomas Gage
14. General Horatio Gates
15. King George III
16. Lord Grenville
17. Nathan Hale
18. Alexander Hamilton
19. John Hancock
20. General William Howe
21. Governor Hutchinson
22. Thomas Jefferson
23. Major General Baron de Kalb
24. Colonel Henryknox
25. Marquis de Lafayette
26. Richard Henry Lee
27. General Benjamin Lincoln
28. Francis Marion
29. Jane McCrea
30. Admiral Montague
31. General Richard Montgomery
32. Daniel Morgan
33. Lord North
34. Tom Paine
35. Captain Jonas Parker
36. Andrew Pickens
37. Major Pitcairn
38. Molly Pitcher
39. William Pitt
40. Pontiac
41. Colonel William Prescott
42. Israel Putnam
43. Josiah Quincy, Jr.
44. Paul Revere
45. General Rochambeau
46. Colonel General St. Leger
47. Baron Friedrich von Steuben
48. Lieutenant Colonel Tarlton
49. George Washington
50. General Wayne
51. Patrick Henry

*Note: For a complete list of civilian military leaders see World Book Encyclopedia

THEME: Heritage

SUBJECT AREA: Social Studies, Language Arts

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Sixty Seconds in Revolutionary History

TYPE OF ACTIVITY: Readings Over School P.A.

OBJECTIVE: The student will be able to collect information relative to the Revolutionary Period and read it for the student body over the P.A.

BACKGROUND INFORMATION: Recreation, work, travel, food, tools, and family life during the Revolutionary Period were quite different from today. Interesting information in this porject is intended to whet the student's appetite for more research.

MATERIALS AND RESOURCES:

1. P.A.
2. Report

American Heritage resource books, Television Channel 2, 9:00, Monday-Friday.

PROCEDURE:

1. Ask for volunteers to participate in the program.

2. Students do research on interesting information during the Revolutionary Period.

3. Students write up information found in research.

4. Students read information over the P.A. during morning announcements.

Example 1:

The rice and cotton planters who ruled Charleston found their pleasure at the dancing assemblies, the philharmonic concerts, and the many dinners. Charlestonians liked nothing so much as an elegant dinner. Mrs. Ravenel described one dish. It was called "a preserve of fowle," and the recipe began in this fashion: "Take all manner of fowle and bone them all". The recipe then required that a small dove be put into a partridge, a partridge into a guinea hen; the guinea hen into a wild duck; the wild duck into a capon; the capon into a goose; the goose into a turkey or peacock. Roast until well done.

Example 2:

Thomas Jefferson, our third President is known for serving the most lavish dinners in White House history.
Jefferson's French cook shopped every day, including Christmas and New Year's. Each day, after his trip by wagon to Georgetown, he set down his purchases and made a list of the items purchased and prices he had paid for them. A list of nineteen items for a Monday, the day the weekly meat

PROCEDURE: (cont'd)

was bought, included one hundred and twenty pounds of veal at eleven and a quarter cents a pound. Three turkeys at about a dollar a piece, had been purchased that day, and eighteen partridges. Also, ten pounds of lard, eight pounds of butter, a pig's head, and two salt tongues. Vegetables, selected that day, were spinach, cabbage, and celery. Two gallons of chestnuts were bought to combine with the poultry or to be served as a side dish. Eggs, oranges, and lemon extract were bought to create an elaborate dessert.

Jefferson's guests numbered about eight each evening. Servants ate as well as the guests with each staff member eating about ten pounds of meat a week besides fish.

Jefferson was well known as a gourmet of his time.

VARIATIONS AND MODIFICATIONS:

Good reports can be shared with the other middle schools by making a copy and sending them by the pony express.

East Middle
Mt. Airy
New Windsor
West Middle
North Carroll
Sykesville
Taneytown

THEME: Heritage

SUBJECT AREA: Language Arts/Art/ Social Studies

GRADE LEVEL: 7-8

NAME OF ACTIVITY: A Revolutionary Picture Calendar

TYPE OF ACTIVITY: Drawing, research

OBJECTIVE: The students will make a year calendar pictorially representing events of the Revolution.

BACKGROUND INFORMATION: The calendar is a useful method for recording significant historical dates and creating a meaningful Revolutionary timeline.

MATERIALS AND RESOURCES:

1. Materials

   a. Twenty four large sheets of white paper
   b. Crayons, colored pencils, magic markers
   c. Glue or paste

2. Resources

   Murfin, James V. National Park Service Guide to the Historic Places of the American Revolution, Washington D. C.: Office of Publications National Park Service, U. S. Department of the Interior, 1974.

PROCEDURE: (suggested time allotment five 50 minute periods)

1. Cut 12 of the white sheets of paper into 32 squares.

2. Assign several students to one month so that each person in the class participates.

3. Students will research famous Revolutionary people and events. (A list of people accompanies "To Tell the Truth"; for a list of battles see above resource.)

4. On a small sheet of scratch paper the student will sketch a picture representing an event to be glued on the calendar at the appropriate date after being traced on the small white sheet of paper. (Remember to place the number of day on picture!)

5. Teacher should provide (1) a calendar of 1975-76, (2) a pattern for students to follow stipulating number, position, and size, lettering form and style.

PROCEDURES: (cont'd)

6. Completed calendar months could be displayed in the office for everyone to enjoy. (Suggested for a fall project)

VARIATIONS AND MODIFICATIONS:

This activity could focus on any single aspect of the Revolution (famous people, battles, interesting events).

THEME: Heritage

SUBJECT AREA: Language Arts, Art

GRADE LEVEL: 6-8

NAME OF ACTIVITY: A Colonial Bind

TYPE OF ACTIVITY: Writing, Art

OBJECTIVE: Students will write a journal, diary, or collection of letters which they will later bind in a book form.

BACKGROUND INFORMATION: Perhaps four of the most prominent forms of literary during the mid to late 1700's were the journal (John Woolman), the diary (Sarah Kemble Knight), personal letters (Benjamin Franklin, Thomas Jefferson), and the popular form of tieing these works together in a unit was book-binding - handmade in colonial times, of course.

MATERIALS AND RESOURCES:

1. Materials

a. Cardboard	g. Paper fasteners (brads)
b. Paste	h. Scissors
c. Newspaper	i. Ruler
d. Cover paper	j. Cloth tape or ribbon (about 12")
e. Lining paper	k. Black ink and feathers for quill pen (optional)
f. Paper for pages	

2. Resources:

Beatty, Richard Croom; Bradley, Sculley; and Long, E. Hudson, eds. The American Tradition in Literature, third ed., Vol. 1, New York: W. W. Norton and Company, Inc., 1967.

Eckhardt, Myrtle S. ed., Arts and Crafts Handbook. Towson: Baltimore County Public Schools, 1947.

PROCEDURE: (suggested time allotment 10 minutes a day for first two weeks then two 50 minute periods for bookbinding)

1. Teacher may want to introduce four main types of literature during the revolution and give examples of each, reviewing the basic differences and reasons for the beginning of these forms.

2. For 10-15 minutes each day for two weeks the student will choose a form and write in his notebook using this form:
   1) Journal: student could write a journal of daily events, interesting incidents in his/her life; or pretend to be a revolutionary; housewife, blacksmith, coppersmith, seamstress, etc. of the Revolutionary War Era.
   2) Diary: similarly students could make dated personal entries in a diary of daily events of today or Colonial America perhaps on a journey from Britain to America.
   3) Personal letters: students may want to pretend they are colonists and have a British friend with whom they communicate.
   4) Essays: students may write essays on single issues pertaining to

PROCEDURE: (cont'd)

revolutionary memos: freedom in school, community, government, civil liberties, human equality.

3. At the end of two weeks, students will make a hand bound book in which they will copy their work with title page and name.

Bookbinding (Portfolio) 8"x11" (Fig. 1)

1. Cut two pieces of cardboard 8"x11".
2. Cut two pieces of cover paper or cloth 9"x12".
3. Cut two pieces of binder's cloth on 12" and one 8½" (or two strips of heavy cloth 1½"x11" and 1½"x8½").
4. Cut two sheets of lining paper 7-3/4"x10½".
5. Apply a smooth layer of paste over side of cardboard to be covered. Place the cardboard on top of cover paper in correct position. The edge near the hinge should be placed on the edge of the cover paper (Fig. 2). Make sure all edges are even (½" on three edges). Apply paste on the right sides of the paper.
6. Turn over cardboard and paper so that the cover is on top. Smooth out paper, so that there are no wrinkles.
7. Turn edges and paste down.
8. Finish corners (Fig. 3).
9. Cut a slit in center of cover about ½" from the free edge (Fig. 4).
10. Cut tape in half and thread through slits. Paste down ½" on inside of cardboard (Fig. 4).
11. Apply coat of paste to inside of cardboard for lining application.
12. Paste the lining paper on cardboard leaving ½" on three sides (Fig. 5).
13. When both sides have been covered, wet the gummed binder's strip (12") (or apply paste to the cloth strip).
14. Leave about ½" between two cover pieces and paste binder's cloth to the outside (Fig. 6). Make sure there are no wrinkles. This forms the hinges.
15. Fold in the edges (Fig. 7).

NOTE: Whenever work must be stopped, press any pieces which are wet with paste under heavy books. If possible, place wax paper between each piece. This prevents warping.

16. Paste other piece of binder's cloth (7½") on inside hinge (Fig. 8).
17. Pages may be inserted into folio by making holes in back cover of folio to correspond to holes in pages (Fig. 9).
18. Attach pages to book with paper fasteners.
19. The ties may be left off the folio if pages are inserted.

Hinged Book

1. Cut two pieces of cardboard 8"x10".
2. Cut two sheets of lining paper 6½"x9½".
3. From the long side of each piece cut off a 1" strip. This is the hinge (Fig. 10).
4. Cut two pieces of cover material (cloth or paper heavy enough to

PROCEDURES: (cont'd)

take the strain of the hinge) 9½"x11". Each piece will cover one side of the large sheet of cardboard and both sides of the hinge. 1" will be left to lap over the inside of cover.

5. Apply paste to cardboard pieces and paste to cover material. Place hinge next to large sheet, leaving a small (¼") space between (Fig 11).
6. Lap cover material over inside of hinge and cover (Fig. 12).
7. Turn in edges and make corners (Fig. 3).
8. Paste lining paper to inside cover.
9. Punch holes in hinge.
10. Fasten pages in between covers with paper fasteners (Fig. 13).

Sewed Book 4"x7"

1. Fold sheets of paper 7"x8" in half. Use as many sheets as desired. These will form the pages (4"x7").
2. Cut one sheet of cardboard 8"x10".
3. Fold cardboard in half.
4. Place each folded sheet of paper inside another (Fig. 14).
5. Open pages to the center and sew together through the fold (Fig. 15).
6. Cut one piece of cover paper or cloth 9"x11".
7. Apply paste to outer side of the cardboard and paste on cover material (Fig. 16).
8. Paste down edges and form corners (Fig. 17).
9. Apply paste to inside of cover.
10. Place sewed papers inside of cover. Paste the two outside pages to the cover. These become the end or lining papers and hold pages to the book (Fig. 18).

4. Students may want to copy their work with a quill pen made from a large feather cut diagonally at the featherless end and slit about ½" up the middle.

VARIATIONS AND MODIFICATIONS:

Any of the bookbinding methods could be set up in station form allowing students to master one step at a time. Students may want to choose the method they wish to use.
For younger students, instead of letter, journal, diary or essay writing you could substitute a pictorial book with a revolutionary theme and appropriate captions.

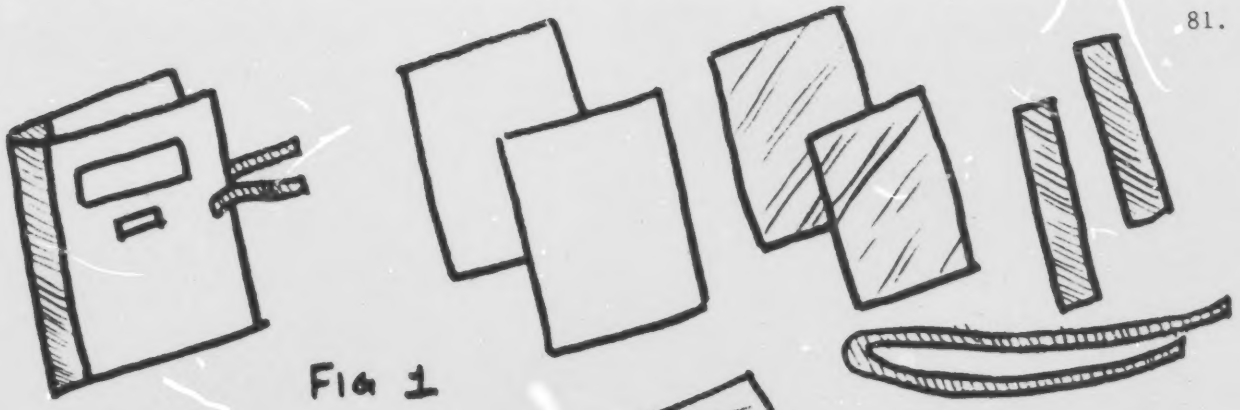


FIG 1

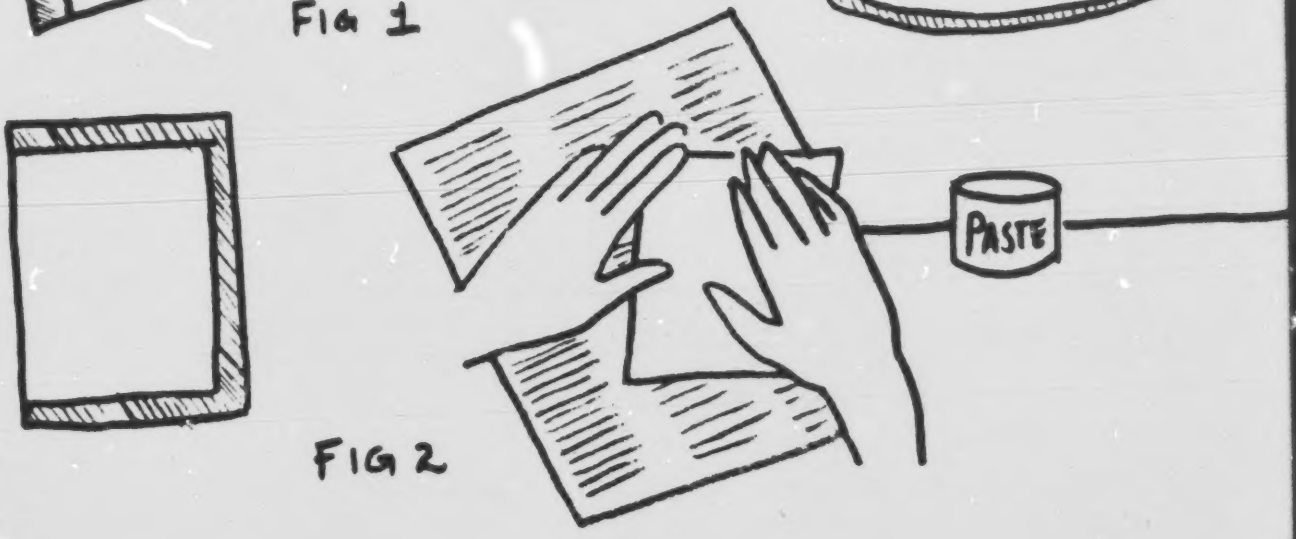
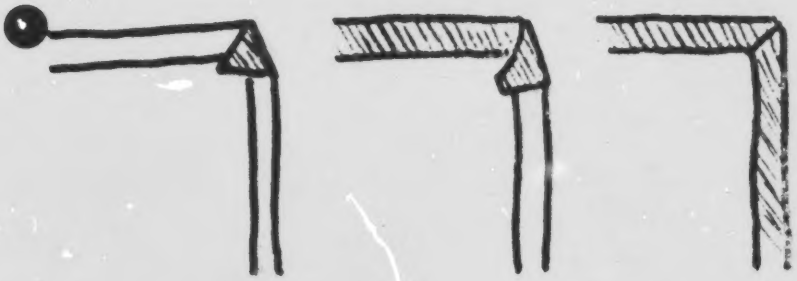
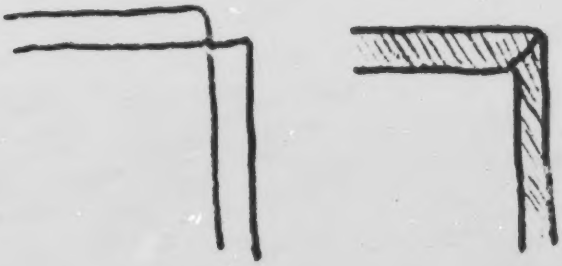


FIG 2



FOLDED CORNER

FIG 3



MITRED CORNER

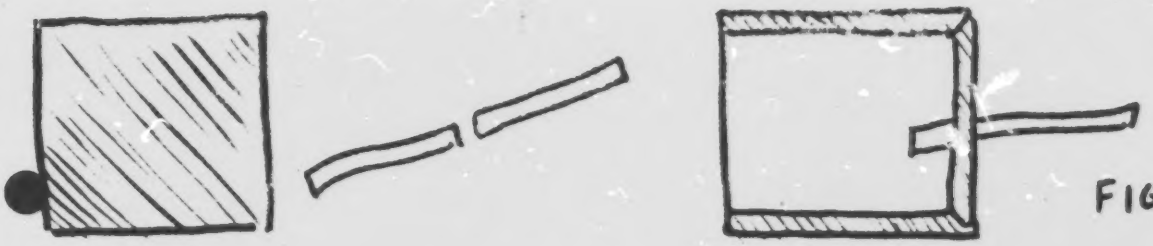
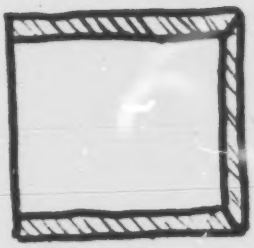


FIG 4



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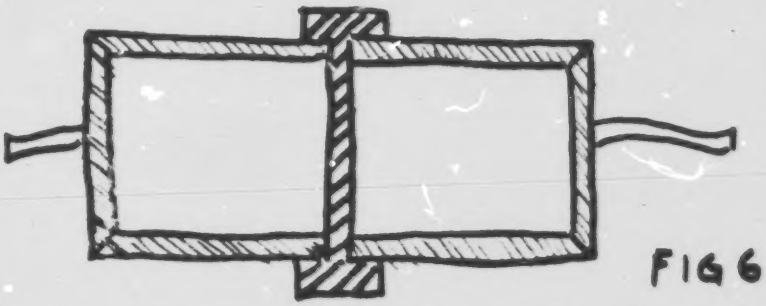

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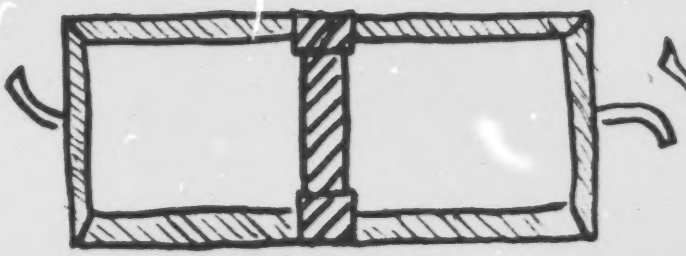


FIG 7

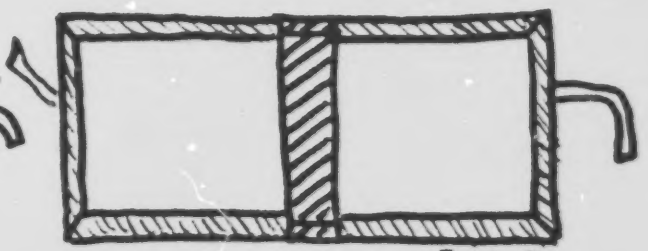
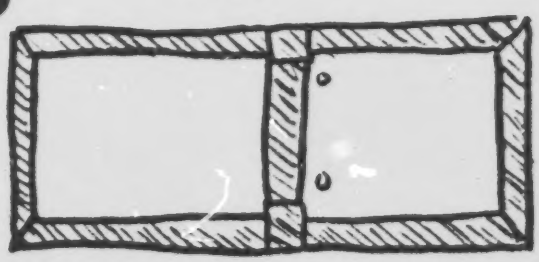
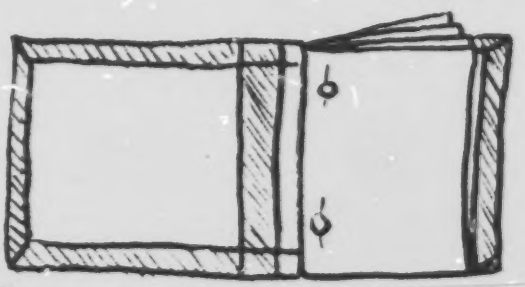


FIG 8





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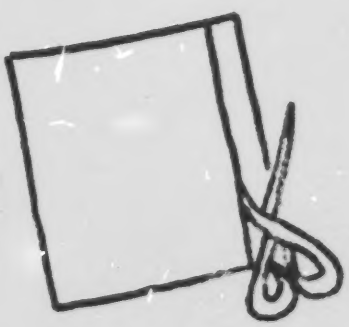
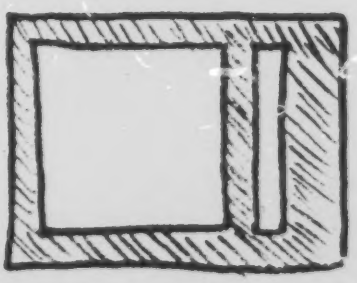


FIG 10



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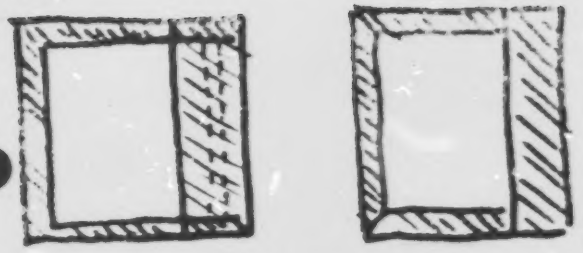

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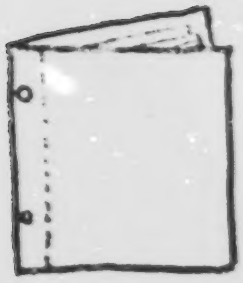


FIG 13

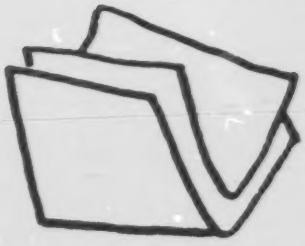
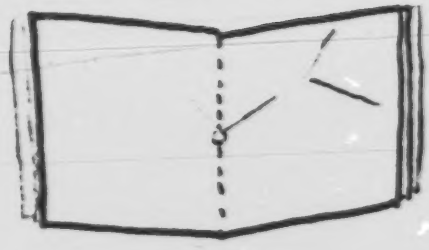


FIG 14



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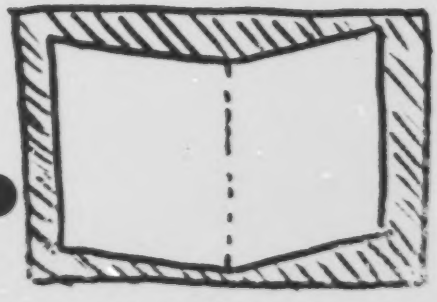


FIG 16

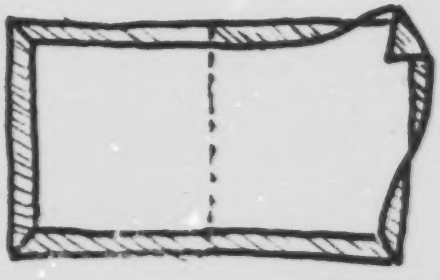


FIG 17

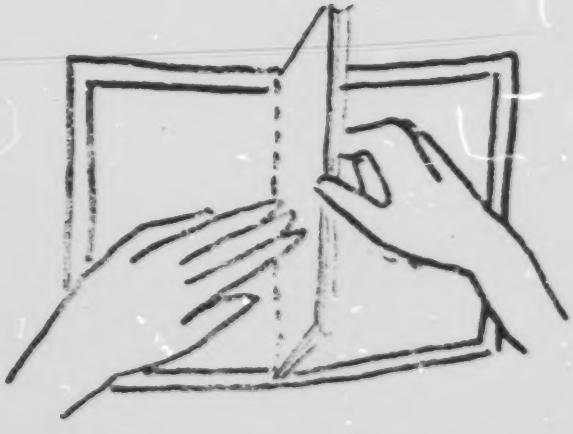


FIG 18

THEME: Heritage, Horizons

SUBJECT AREA: Music

GRADE LEVEL: 6-8, 9-12

NAME OF ACTIVITY: Musical of 1776

TYPE OF ACTIVITY: Record With Selected Questions

OBJECTIVE: The students will develop the concept of how the music relates to drama during the revolutionary period.

BACKGROUND INFORMATION:

The musical of 1776 is a contemporary musical based around a selected number of incidents during the revolutionary times.

MATERIALS AND RESOURCES:

Recording - 1776 (Columbia Records)
Selected question - Baltimore Co.
Score of musical

PROCEDURE:

1. Provide the students with an outline of information on the characters and situations.
2. Divide students into groups of four or five and provide key questions for each scene.
3. Each group should have a cassette recording of the musical.
4. Each group should answer the questions concerning the musical from the tape.
5. Reform into one large group and discuss questions and answers.
6. Direct students in following parts of the score while listening to the musical -- use opaque projector.
7. Students sing one or more of the more popular songs from the show.

Baltimore County Curriculum

1776: A NEW MUSICAL

Musical Lyrics by Sherman Edward

Book by Peter Stone

The Place

Philadelphia - The Chamber and Anteroom of the Continental Congress, A Mall, High Street, Thomas Jefferson's Room, and certain reaches of John Adams' mind.

The Time

Scene 1 - The Chamber of the Continental Congress

1. What two matters troubled the members of the Continental Congress?
2. What is meant by the statement, "open the window"?
3. What arguments does John Adams use for independence?
4. Why do the members say: "Sit down, John."?
5. When John Adams finally leaves the Chamber, what complaint does he address to the Almighty?
6. What does Adams mean by: Piddle, Twiddle, and Resolve?
7. What imaginary conversation does John have with his wife, Abigail?
8. In the close of the convention, what promise does John Adams make to Abigail?

Scene 2 - The Mall

1. While Benjamin Franklin is having his portrait painted, what complaints does Adams make to him about Congress?
2. How does Franklin reply?
3. Who does Franklin suggest should introduce the resolutions for independence?
4. How does Adams react?

5. What does Lee promise?

Scene 3 - The Chamber

1. What progress is made in the resolution for independence in this scene?

2. What events are holding it up?

3. What men are eliminated from writing a Declaration? Why? On whom do they settle?

Scene 4 - Jefferson's Room Above High Street

1. What does Jefferson do as he arrives?

2. What are the reactions of Franklin and Adams to Martha Jefferson's beauty?

3. What do they wonder?

4. How does Martha Jefferson reply?

5. What other excellent qualities did Jefferson have which are not mentioned in his record?

Scene 5 - The Chamber

1. Why is Congress unable to reach a decision in this scene?

2. What bad news arrives from Washington?

3. What committee takes off to investigate?

4. Who takes over in Congress when this committee leaves?

5. What are their views?

6. Are there still men in America who think like this group?

7. Where are they found?

8. What is injected here by "the little people"?

9. What notes of sadness are added by this group?

Scene 6 - The Congressional Anteroom

1. Who are the farmer, lawyer, and sage who now sit hearing the original draft of the Declaration of Independence being read and being hacked to pieces?

2. What reference is made to the "Eagle"?

3. Why was it chosen?

4. To whom does the shell belong?

Scene 7 - The Chamber

1. What accusation does Rutledge make to Adams about New England's involvement in the profits of slavery?

2. Does Rutledge feel slavery is a moral issue or a question of money?

3. Although Adams is in despair, how does he show forth in the final outcome of the resolutions for independence?

4. Why does he call out: "Is anybody there?"

5. Who are the thirteen delegates from the thirteen colonies whose names are called in the final roll call?

6. Do you think this musical, which is a big hit on Broadway, indicates that there is a revival of patriotism in America?

7. What passages in the record center on the theme of patriotism?

8. Do you think that there has been a decline of patriotism since the beginning of the Korean War?

9. Do you think this is good or bad? Why?

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 6-8, 9-12

NAME OF ACTIVITY: Relating Folk Songs to Historical Events

TYPE OF ACTIVITY: Lecture-Discussion

OBJECTIVE: The student will identify incidents in the Revolutionary period through folk songs.

BACKGROUND INFORMATION:

Major John Andre traveled up the Hudson River to meet General Benedict Arnold. Andre received plans to allow the British to attack West Point. On the way back to the British lines, Andre was captured, tried and was convicted of spying. He was hanged.

MATERIALS AND RESOURCES:

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs? - Social Education, November 1973.

Scott, John, The History of the United States in Song and Story. New York: Bantam Books 1972.

PROCEDURE:

1. The teacher should sing the ballad.
2. The song should be put in historical context by telling the story of events leading up to this incident.
3. Introduce the two main characters, Andre and Arnold and discuss why each man was forced into this situation.
4. Divide the class into two groups. Each group should take one version and then tell the story in that context.
5. Let the students learn the tune then sing both sets of verses.
6. A small group could be formed with a student playing the guitar while performing for the whole class.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Augmentation: Diminution

TYPE OF ACTIVITY: Musical Compositional Devices

OBJECTIVE: The students will discover how augmentation and diminution can be manipulated in contracting a musical composition.

BACKGROUND INFORMATION:

William Schuman used the melody of Chester in the final movement of his orchestra composition "New England Triptych". In this movement, he uses extensively the devices or diminution and augmentation to create a variation on an old Revolutionary tune.

MATERIALS AND RESOURCES:

Making Music Your Own, Bk 7
Chester - Billings
"New England Triptych" by William Schuman

PROCEDURE: (suggested time allotment two different periods)

1. The students should follow the score of Chester while the teacher plays it on the piano and answer the following questions.

   a. How many phrases does the melody have?
   b. Is the hymn sung in harmony or in unison?

2. The teacher should play the phrases of the song out of order and let students try to identify them by number.

3. Give the example of a melody with and without augmentation then let student decide on a definition of augmentation.

4. The teacher should give an exercise of a melody and let students do the augmented melody.

5. The teachers should use same procedure for diminution but always singing the exercises.

PROCEDURE: (cont'd)

6. The students should try a final exercise in which the melody is given and the student has to write the augmented and diminished form of the melody.

7. After the students clearly understand augmentation and diminution, play the recording of Schuman's "New England Triptych", while showing the students the use of the two compositional devices.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 6-8

NAME OF ACTIVITY: Exploring Musical Symbols

TYPE OF ACTIVITY: Writing Musical Symbols

OBJECTIVE: The students will be able to create and interpret the musical symbols used by early Americans.

BACKGROUND INFORMATION:

In order to read music, the religious leaders used seven different shapes for the seven different tones of the scale.

Do:	equilateral triangle	So:	egg-shape
Re:	half circle	La:	rectangle
Mi:	diamond	Ti:	rectangle
Fa:	small isosceles triangle		

MATERIALS AND RESOURCES:

Three folk songs - Ives, Burl. The Burl Ives Song Book: American Song in Historical Perspective. New York: Ballatine Books, 1953.

PROCEDURE:

1. The students should write out the musical syllables of a known song.
2. Examine the old notation of a song, and try to discover what shape note corresponds with the musical syllable.
3. Next, using the old notation, write out the song.
4. Sing the song using the old notation.

The music on pg. 92 "Shout and Sing" was removed from this document prior to its being submitted to the ERIC Document Reproduction Service in order to conform with copyright laws.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Music

GRADE LEVEL: 6-8

NAME OF ACTIVITY: Colonial Music

TYPE OF ACTIVITY: Musical Performance

OBJECTIVE: Students will actively participate in music of the Revolutionary period.

MATERIALS AND RESOURCES:

See lists of music and resources
Suggested music themes:

1. Folk music through the years
2. Use of contrasting songs
3. Use of songs with same melody but different verses
4. Folk songs on similar theme (love, death)
5. Dances
6. Recorder music
7. Musical instruments of the colonial period

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5-6

NAME OF ACTIVITY: Exploring Musical Symbols

TYPE OF ACTIVITY: Writing Musical Symbols

OBJECTIVES: The students will be able to create and interpret the musical symbols used by early Americans.

BACKGROUND INFORMATION:

In order to read music, the religious leaders used seven different shapes for the seven different tones of the scale.

Do: equilateral triangle
Re: half circle
Mi: diamond
Fa: small Isosceles triangle
So: egg-shape
La: rectangle
Ti: rectangle

MATERIALS AND RESOURCES:

Three folk songs, Ives, Burl. The Burl Ives Song Book, American Song in Historical Perspective. New York: Ballantine Books, 1953.

PROCEDURE:

1. The student should start with a known song.
2. The students should write out the musical syllables of the song.
3. Let them see the old notation of a song, and then the students should discover what shape note corresponds with the musical syllable.
4. Next, the student should use the old notation and write out the song.
5. Let the student sing the song, using the old notation.

THEME: Heritage, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 5-6, 7-12

NAME OF ACTIVITY: Two Views of the Liberty Song

TYPE OF ACTIVITY: Interpreting the Meaning of Folk Songs

OBJECTIVE: The student will be able to perform a Revolutionary song. The students will be able to compare the opposing views of the Revolution through different verses of the same song.

BACKGROUND INFORMATION:

Many times, the Ballads of the Revolution used the same tunes, but the verses were different. Two versions of this song show how two sides can view the same issue from opposite perspectives. The Liberty Song's tune is "The Heart of Oak" and the two views were the Patriots and the Tories.

MATERIALS AND RESOURCES:

Ives, Burl, The Burl Ives Song Book. New York: Ballantine Books, 1953.

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs," Social Education, November 1973.

PROCEDURE: (suggested time allotment 1 class period)

1. The teacher will teach the melody of the song to the students and learn one verse.
2. The student should be aware of the feelings on the two opposing sides.
3. Have students read the verses of the song and then try singing with the feelings of the Patriots.
4. Let the students read the verses of the Tories view, then sing the song with the Tories' verses.
5. Have the students form two groups, with one group performing the view of the Tories and another group singing the patriot's song.
6. Using this song as an example, let each group take a common subject with opposing views and let them write a song using the tune of "Green Eyes".

"The Liberty Song" and "The Parody to the Liberty Song" on page 96 were removed from this document prior to its being submitted to the ERIC Document Reproduction Service order to conform with copyright laws.

The two songs can be located in the Journal Social Education, November 1973 issue by Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs."

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5-6

NAME OF ACTIVITY: Ballad of Andre

TYPE OF ACTIVITY: Discussion and Demonstration

OBJECTIVE: The student will identify incidents in the Revolutionary period through folk songs.

BACKGROUND INFORMATION:

Major John Andre traveled up the Hudson River to meet General Benedict Arnold. Andre received plans to allow the British to attack West Point. On the way back to the British lines, Andre was captured, tried and was convicted of spying. He was hanged.

MATERIALS AND RESOURCES:

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs" - Social Education, November 1973.

Scott, John. The History of the United States in Song and Story. New York: Bantam Books 1972.

PROCEDURE:

1. The teacher should sing the ballad.
2. The song should be put in historical context by telling the story of events leading up to this incident.
3. Introduce the two main characters, Andre and Arnold and discuss why each man was forced into this situation.
4. Divide the class into two groups. Each group should take one version and then tell the story in that context.
5. Let the students learn the tune then sing both sets of verses.
6. A small group could be formed with a student playing the guitar while performing for the whole class.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 5

NAME OF ACTIVITY: Song: Young Ladies in Town

TYPE OF ACTIVITY: Learning a song

OBJECTIVE: Students will learn a Revolutionary War song.

BACKGROUND INFORMATION:

The colonists were determined to force Great Britain to repeal the taxes on commodities that were imported to the new country. The women were asked to forego fashion and not wear the fancy clothes imported from England, but to spin their own yarn for homespun clothing.

One song of the time that was used to broadcast this appeal was "Young Ladies in Town".

MATERIALS AND RESOURCES:

Photocopy of song included here.
Trumpet of a Prophecy; John A. Scott.

The music on pages 99 and 100 were removed from this document prior to its being submitted to the ERIC Document Reproduction Service in order to conform with copyright laws.

THEME: Heritage, Festival

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Minuet

TYPE OF ACTIVITY: Dance

OBJECTIVE: Students will learn a formal dance of early America.

BACKGROUND INFORMATION:

The minuet was a formal dance which was popular during the time of George Washington. In those days, people were very polite and mannerly. Ladies wore fancy wigs, laced bodices and large cumbersome skirts. Men moved stiffly because they wore high collars, ruffles at wrists and neck, pants joined at the knees by stockings, and wigs on their heads. We should dance the minuet in a slow, dignified manner as they did in the days of George Washington.

MATERIALS AND RESOURCES:

Minuet from "Don Juan" by W. A. Mozart. Words and melody are in the attached photocopy. Words set the scene for the formal minuet. Record may be used with symphonic arrangement of Minuet from "Don Juan" after the dance is learned.

Music Lessons You Can Teach, Jane L. Reynolds.

PROCEDURE:

Couples are arranged in a line or circle. Girls are on the boy's right, inside hands joined. The boys put free hand on hips, the girls hold their skirts with outside hands.

Meas. 1 - Beginning with inside foot, all walk forward 3 steps.

Meas. 2 - Point outside foot forward and hold 3 counts.

Meas. 3-4 - Repeat, starting with outside foot.

Meas. 5-6 - Repeat, starting with inside foot.

Meas. 7-8 - Partners face each other and drop hands. Boys bow from the waist, girls curtsy for 6 counts.

The music Minuet from "Don Juan" on pg. 103 is also being removed for copyright reasons.

PROCEDURE: (cont'd)

Meas. 1-8 - (Repeat in music) Couples turn and repeat the above 8 measures, moving in the opposite direction.

Meas. 9 - Partners face each other, join right hands and hold them high. Step forward on right foot (count one), bring left foot to right and rise on toes (count 2), drop back on heels (count 3).

Meas. 10 - Step on left foot (count one), point right foot forward (counts 2 and 3).

Meas. 11-12 - Repeat measures 9-10.

Meas. 13-14 - Keeping right hands joined and raised, partners walk halfway around each other, stepping right, left, right. They point left toe (3 counts).

Meas. 15-16 - Partners face. Boys bow and girls curtsy for 6 counts.

Meas. 9-16 - (Repeat in music) Repeat measures 9-16 above, and return to original formation.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 4-5

NAME OF ACTIVITY: Ballad of Nathan Hale

TYPE OF ACTIVITY: Learning a Song

OBJECTIVE: Students will learn a song of the Revolutionary War.

BACKGROUND INFORMATION:

Nathan Hale was an American patriot of the Revolutionary War. He volunteered to cross the British lines as a spy and obtain information for General Washington. He was captured by the British and hanged for treason. His famous quote "I only regret that I have but one life to lose for my country" was spoken as he prepared for his execution.

MATERIALS AND RESOURCES:

Trumpet of a Prophecy: Revolutionary America.

DESCRIPTION OF ACTIVITY:

Discuss background materials and teach song.

The music on pg. 105 entitled "Ballad of Nathan Hale" was removed from this documen prior to its being submitted to the ERIC Document Reproduction Service in order to conform with copyright laws.

THEME: Heritage, Festival, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Skip to My Lou

TYPE OF ACTIVITY: Circle Dance

OBJECTIVE: Students will learn a type of dance from the Revolutionary era.

BACKGROUND INFORMATION:

After working hard, the settlers would gather on Saturday nights at the school house for a "play-party". Everyone joined in the games. People who were too tired to dance sat around the edge of the room and sang or kept time with their hands and feet.

The settlers had brought their dances with them from Scotland, England, Ireland and Germany. In those countries the musical accompaniment was instrumental music, but in the frontier settlements there were few instruments, so the people sang as they danced.

This dance was often used as an opener because it gave the people a chance to dance with many different people and get acquainted for the rest of the evening's activities.

MATERIALS AND RESOURCES:

Exploring Music Book 5.
Exploring Music - Record II, Side A.
Song: Skip to My Lou.

PROCEDURE:

Dancers form a circle facing the center of the ring. Girls are on the right of their partners.

Verse 1 - Boys take eight short steps to center of circle and eight steps back into place.

Verse 2 - Girls take eight short steps to center of circle and eight steps back into place.

Verse 3 and 4 - Partners bow to each other, and then bow to the person on their opposite side.

Verse 5 - Partners promenade around circle, holding crossed hands.

PROCEDURE: (cont'd)

Verse 6 - Partners drop hands, girls reverse directions. Everyone walks around circle. Boys and girls are now walking in opposite direction.

Verse 7 - Each boy takes the arm of the girl opposite him (new partner). She reverses direction and promenades with her new partner. If there are people without partners, they go to center and remain until a new circle is formed.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Duck for the Oyster

TYPE OF ACTIVITY: Square Dance

OBJECTIVE: Children will become familiar with dances of the Revolutionary Period and provide an activity for recreation and programs.

BACKGROUND INFORMATION:

In pioneer days, after the work was completed, the people danced for recreation. Often there was no special reason for a dance being held except to satisfy the desire for a social gathering. The crowd would be called together and details of the dance would be given. The musical accompaniment might come from a fiddle, fife and drum, or just hand-clapping. In very religious communities dancing was frowned upon, so the settlers often called the dancing singing games or play parties. Square dancing has been and is today a very popular form of recreation.

MATERIALS AND RESOURCES: (see bibliography)

Durlacher, Ed. Honor Your Partner.
Kraus, Richard G. Square Dances of Today.
Rohrbaugh, Lynn. Handy Play Party Book.
Landeck, Beatrice. Making Music Your Own, Book 4; Recording - Making Music Your Own, Book 4.

PROCEDURE:

The words of the recording tell the children what to do. Children choose partners. Partners stand side by side. Girl to boy's right.

Introduction: Bow to your partners, bow to your corner.
All join hands and circle left.
All back to original places.
Partners join hands and swing around in place.

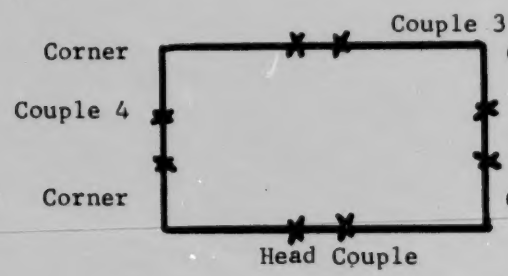
Head couple goes to couple 2.
All 4 join hands and circle halfway round.
Head couple dives halfway under raised hands of couple 2 and goes back.
Head couple dives all the way through.

Head couple goes to couple 3 and 4 and repeats above directions.

PROCEDURE: (cont'd)

All partners promenade in counter-clockwise direction.

Repeat until couples 2, 3, and 4 have had a turn to be the head couple.



(Formation)

VARIATIONS AND MODIFICATIONS:

Other squares may be chosen. These can be found in the books listed.

THEME: Heritage, Festival, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 3-5

NAME OF ACTIVITY: Virginia Reel

TYPE OF ACTIVITY: Line Dance

OBJECTIVE: Students will learn one type of dance the colonists enjoyed.

BACKGROUND INFORMATION:

One of the three types of dances the colonists enjoyed was the line dance, of which the Virginia Reel is very well known. The people chose songs that everyone knew to use as accompaniment so they could concentrate on their dancing. Many times new dances were made up to familiar melodies.

MATERIALS AND RESOURCES:

Making Music Your Own - Book 5.
"The Frog and the Mouse" - Record, Volume 5.

PROCEDURE:

Children choose partners.

Formation: Partners stand facing each other, making two lines. The lines are divided into sets of five or six.

With hands joined the head couple slide-step (sashay) down the center of the set and back again.

Head couple links arms and turns around one and a half times (now on opposite sides). Each partner links arms with the neighbor in the opposite line and turns around one time. Partners link right arms and turn around once. Each partner links left arms with the next neighbor and turns around once.

Head couple continues linking and turning down the line as above. At the foot of the set partners turn around one and a half times (to get back to original side), then join both hands and sashays back up the center to the head of the set.

VARIATIONS AND MODIFICATIONS:

Many other tunes may be used as background for this dance.

Films and Filmstrips

America; Its History Through Music, P70R-1 (fs)

Singing Nation, P70R-2 (fs) (Multimedia sets include: 2 filmstrips with record, 1 listening record, 20 student booklets, 1 teacher guide) $30.00 each, Keyboard Publications, Inc., 1346 Chapel St., New Haven, Connecticut, 06511.

Songs of the American Revolution (Our American Heritage of Folk Music) 7R (51 frames, 13 minutes) (fs), Lyons, 530 Riverview Ave., Elkhart, Indiana, 46514.

Music of Williamsburg (film) LCF: A61-265, AV Distribution Section, Colonial Williamsburg, Box C, Williamsburg, Va. 23185

Folk Songs in American History, B/S 125 & 126 (Resource Center)

The Music of American Composers, Part 1, 2, 3, T/118, T/119, T/120.

A Treasury of American Folk Songs and Ballads (The Burl Ives Sing-Along Song Book) (available in each school).

Resources for Information

1. MENC
   1850 Leesburg Pike Suite 601
   Vienna, Virginia 22180

   (A list of suggested Bicentennial music will be available in the near future. Write for it!)

2. U. S. Library of Congress (Archive of American Folksong)
   Washington, D. C.

3. Maryland Historical Society
   201 W. Monument Street
   Baltimore, Md. 21201

4. The Historical Society of Carroll County
   East Main Street
   Westminster, Maryland 21157

5. Smithsonian Associates
   900 Jefferson Drive
   Washington, D. C. 20560

List of Sources - Recorder Music

Empire Music Publishers Limited, New Westminster, B. C.

1. Easy Recorder Duets #ERD-27
2. Recorder Trios
3. Recorder Ensemble Series #RES-300
   (Folk Songs)

Consort Music Inc., P. O. Box 371, Hicksville, N. Y. 11802

1. The Classroom Recorder - Burakoff, Soprano, Book I CM1001, Book II CM1013
2. The Duet Recorder - Burakoff and Strickland, Book I CM1002, Book II CM1015
3. The Ensemble Recorder - Wheeler, Book 1 CM1003
4. Folk Songs of America - Whitney CM1007

Hargail Music, Inc., 28 W. 38th St., New York, N. Y. 10018

1. Music Making in the Elementary School H-60, Wheeler and Burakoff
   (utilizes Kodaly and Orff methods)

B. Schott's Sohne, Mainz, Germany, Associated Music Publishers, New York

1. Easy Pieces of the 17th and 18th centuries, Kaestner and Lechner (arr.)

Oxford University Press, New York

1. Nineteen Folksongs, F. Dinn (arr.)

American Composers from the Revolution to Contemporary Time

John Tufts 1689-1750

Conrad Beissel 1690-1768

Thomas Walter 1696-1725

William Tanzer 1706-1783

Benjamin Franklin 1706-1790

Jeremiah Dencke 1725-1795

James Lyon 1735-1794

Josiah Flagg 1738-1794

Francis Hopkinson 1737-1791, first American composer

John Antes 1740-1811

William Billings 1746-1800, composer with many published works

JoHann Friedrich Peter 1746-1813

Andrew Law 1748-1821

Supply Belcher 1751-1836

Daniel Read 1757-1830

Timothy Swan 1758-1842

Jacob Kimball 1761-1826

Samuel Holyoke 1762-1820

Oliver Holden 1765-1844

Lowell Mason 1796-1872, father of music education

Louis Moreau Gottschalk 1829-1869

Stephen Foster 1828-1864

Edward MacDowell 1861-1908

Charles Ives 1874-1918

Charles Griffes 1884-1920

Douglas Moore 1893-

Walter Piston 1894-

Virgil Thomson 1896-

Roy Harris 1898-

George Gershwin 1898-

Aaron Copland 1900-

Marc Biltzstein 1905-

Henry Cowell 1897-1965

John Cage 1912-

Otto Luening 1900-

Edward Varese 1883-

Milton Babbitt 1916-

William Schuman 1910-

Samuel Barber 1910-

Elliott Carter 1940-

George Perle 1915-

Gian Carlo Menotti 1911-

Norman Dello Joio 1913-

Hugo Weisgall 1912-

Ulysses Kay 1917-

David Diamond 1915-

Gail Kubik 1914-

Peter Mennin 1923-

Leonard Bernstein 1918-

Lukas Foss 1922-

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Suggested List of Places to Write Concerning Musical Activities During the Bicentennial

1. Maryland Historical Society
   201 W. Monument Street
   Baltimore, Md. 21201

2. The Historical Society of Carroll County
   East Main Street
   Westminster, Md. 21157

3. Wolf Trapp Academy Office
   Vienna, Va.
   Phone: 686-2448

4. Music Educators National Conference
   Suite 601, 8150 Leesburg Pike
   Vienna, Virginia 22180

5. National Council on the Arts
   Washington, D.C.

6. Smithsonian Associates
   900 Jefferson Drive
   Washington, D. C. 20560

7. Kennedy Center for the Performing Arts
   Washington, D. C. 20560

8. Merriweather Post, Box Office
   Columbia, Md.

9. National Art Gallery
   Washington, D. C.

10. Museum of Fine Arts
    Washington, D. C.

11. Civic Center
    Baltimore, Md.

12. Peabody Conservatory of Music
    Mt. Vernon Place
    Baltimore, Md.

13. Morris Mechanic Theater
    Charles Center
    Baltimore, Md.

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14. Cathedral of Mary Our Queen
Charles Street
Baltimore, Md.

15. National Cathedral
Wisconsin Ave.
Washington, D. C.

16. Tawes Theater
University of Maryland
College Park, Maryland

17. Music Dept.
Towson State College
Towson, Maryland

18. Baltimore Symphony Orchestra

19. U. S. Library of Congress Concert Series
Washington, D. C.

20. Maryland Bicentennial Commission
Department of Economic & Community Development
2525 Riva Road
Annapolis, Md. 21401

21. Ft. Myer Army
Band-Fife and Drum Corps
Washington, D. C.

Choral Music SSA or SA

1. ODE for Children's Day, J. C. Geisler, Carl Fisher
2. My Lady Greensleeves, Robert Hamond, Associated Music Pub., N.Y.
3. A Singing of Angels, Folk music suite, Charles Davidson, MCA Music Pub., Park Ave., N. Y.
4. Three Vermont Ballads, Robert English, Boston Music Co., Boston, Mass.
5. Four Sommerset Folk Songs, Imogen Holst #16144, Novello & Co., London, England
6. The Old Man Who Lived In The Woods #87101, Robert Elmor, Harold Flammer
7. Wondrous Love, J. J. Niles #10710G, G. Schirmer, New York
8. The Ash Grove (unison) 1804, E. C. Schirmer, Boston, Mass.
9. Wayfaring Stranger, Arr. Decormier #51626, Lawson-Gould
10. I Know Where I'm Going, Zaninelli B247, Shawnee Press
11. On The Callous Tree, L. Engel #83285, Harold Flammer
12. The Water Is Wide, Zaninelli, B-222, Shawnee Press
13. Mister Banjo-Tom Scott #83253, Harold Flammers
14. Froggy Went A Courtin, Tom Scott #83277, Harold Flammers
15. Swansea Town (3 part boys), Harry Wilson, Harold Flammers
16. I Wonder As I Wander, J. J. Niles #9787, G. Schirmer
17. Jesus Born in Bethlehem, W. Ehret, Alfred Music, N. Y.
18. On The Very First Christmas Morning, Walter Ehret #4410, Marks Music Corp. New York
19. Contemporary American Folksong Series, Pepamar Music Corp., Warmer Bros. Madison Ave., New York
20. Alfred Folk Choral Selection (whole series), Alfred Music Pub., New York
21. Americana - Zininelli, Shawnee Press

Operettas

Our Country Tis of Thee, MBP 101 (Grades 3-9), Musical history from John Smith to today.

The Legend of the Twelve Moons, MBP 102 (Grades 4-9), Musical history of the American Indian.

Tall Tom Jefferson, MBP 103 (Grades 4-9), Musical history of our third president.

These are available in kit form including recording, vocal score arranged for unison, two or three part harmony, narration, speaking parts, scores for piano and instrumental accompaniment, and program notes with staging ideas. They are available from Michael Brent Publications, Inc., Box 1186, Port Chester, N. Y. 10573. Price is $6.95 each.

Making Music Your Own Book 7

Lolly Too-dum
When The Saints Go Marching In
Oh, Won't You Sit Down
Pretty Saro
Joshua Fit the Battle of Jericho
Every Time I Feel the Spirit
Thanksgiving Round
Children, Go Where I Send Thee
America

Making Music Your Own Book 8

Puttin' On the Style
Wade In the Water
Good News
All My Trials
Trampin'
Goin' Down the Road
O Mary, Where Is Your Baby?

Making Music Your Own Book 6

I'm Going to Sing
Oh, Susanna
The Cowboy
Doney Gal
Katie Moore
He's Gone Away
Sourwood Mountain
Wayfaring Stranger
The Boatmen's Dance
Baked Potato
There's A Meeting Here Tonight
This Train
Jacob's Ladder
Every Night When the Sun Goes In

Discovering Music Book 8

Black is the Color
Hail, Columbia
The Home Road
Chester
Buffalo Gals
Drill, Ye Tarriers
Erie Canal
Tell Me Why
Carmela

Records of a Bicentennial Flavor

"Old English Ballads Recorded in Maryland" by Prof. MacEdward Leach and Prof. H. Beck Archive of American Folk Song, Library of Congress, Washington, D. C.

"America's Musical Heritage", DX513/Stereo, American Heritage Publishing Co., Inc., 551 Fifth Ave., New York, New York 10017.

"The Marches of Sousa", The Band of the Grenadier Guards Conducted by Major F. J. Harris, LL1229 London Records.

"Hail, Sousa!", The Largest Band on Records - 100 men strong Conductor William D. Revelli, 5753 Vanguard Recordings for the Connoisseur Stereolab.

"Great American Songs", Conductor Robert DeCormier, Pub., American Heritage Pub. Co., Inc., 551 Fifth Ave., New York, New York 10017.

"Cowboy" (Texas), In Archive of American Folk Song, Library of Congress, Music Division, Washington, D. C.

"Songs of Old California", Frank Luther, Zora Layman, with Century Quartet Set, Decca 49 4-10" Decca 2472/5.

"Songs and Ballads of the Anthracite Miners", Album 16 Recorded and Edited by George Korson, U. S. Library of Congress Folklore Section, 5 Records, 76, 77, 78, 79, 80.

"American Folk Songs Album, Luther Layman Stokes, Guitar-Fiddle Bass, Decca 25.

"Two Centuries of American Folk Songs", American Ballad Singers, Siegmeister Victor, P50.

"Deep Sea Chanties" John Gross and Chorus Gramophone H.M.V.

"Songs of American Sailor Men", Mordy Bauman, Baritone, Piano, Musicraft 75.

"Dust Bowl Ballads", Woody Guthrie, Vocal-Guitar, Vol. 1, Victor P27, Vol. 2 Victor P28.

"Anthology of Revolutionary, Civil War and other American Songs, Madrigal Sings, Piano, Lehman Engel, Director, Commodore 329.

"Ballads of the American Revolution and the War of 1812, John and Lucy Allison Sawyer's Minutemen, Victor P11.

"Patriotic Songs of America", Popular Music Series Albums, Victor P24.

"Songs of the North", In the War Between the States 1861-1865, Sung by Frank Luther, Zora Laymen with the Century Quartet, Decca 46.

"Songs of the South", in the War Between the States, 1861-1865, Sung by Frank Luther, Zora Layman with the Century Quartet, Decca 45.

"Ballads and Songs of the American Wars, Archive of American Folk Song, Library of Congress, Washington, D. C.

"Christmas Hymns and Carols", RCA Victor Chorale, Robert Saaw, Cond. 4-10", Includes a number of white spirituals and hymns, Victor Masterpiece Set VM1077.

"Early American Carols and Folksongs", John Jacob Niles, Vocal-Dulcimer, 4-12" Victor Masterpiece Set VM718.

"Religious and Wordly American Folk Songs", The Old Harp Singers of Nashville, Tenn. 2-10", Musicraft 41.

"Sacred Harp Singing", Edited by George Pullen Jackson, In Album II Archive of American Folk Song, Library of Congress, Washington, D. C.
AAFS51 (Hymns)
AAFS55 (Anthems)
AAFS52 (Fuguing Songs)
AAFS53 (Fuguing Songs)
AAFS54 (Fuguing Songs)

"The Seven Joys of Mary", Early American Carols, John Jacob Niles, Tenor - Dulcimer 3-10", Disc-732.

"Anthology of Negro Folk Songs", Leadbelly, Vocal-Guitar 3-12", Disc 680.

"United States (Negro-Secular Songs), In Archive of American Folk Song, Library of Congress, Music Division, Washington, D. C.

"American Spirituals", Kenneth Spencer, vocal-piano 4-10", Sonora MS478.

"Deep River Boys", Spirituals and Jubilees, Pilotone 118.

"Jubilee Spirituals", Bibleton Jubileers 3-10", Bibleton - Sp.

"Songs and Spirituals", Marian Anderson 4-10" Victor Masterpiece Set 986.

"Three Spirituals", Hall Johnson Chorus, Victor 36020.

"Tuskegee Institute Choir", William Dawson, Director Cosmo 2001.

"Ballads in Colonial America", New Record 2005, Eastman School of Music LP494.

"American Songs and Fuguing Tunes" by William Billings, Columbia M434.

"Music of the American Revolution", Eastman School of Music ELP16.

Colonial Williamsburg Recordings - These may be purchased through the catalogue Colonial Williamsburg, AV Distribution Section, Williamsburg, Virginia 23185.

"The Fifes and Drums Band of Musick", George Philip Call 33-1/3 LP Stereo, $3.95 plus 50¢ postage and handling.

"O Come Sweet Music", The Williamsburg Singers 33-1/3 LP Stereo, $3.95 plus 50¢ postage and handling.

"A Williamsburg Candlelight Concert at the Governor's Palace", Cary McMurran 33-1/3 LP Stereo, $3.95 plus 50¢ postage and handling.

"Songs from a Colonial Tavern", Performed by Tayler Vrooman, 33-1/3 LP Stereo $4.79 plus 50¢ postage and handling.

"An Evening of Music at Carter's Grove Plantation", 33-1/3 LP Stereo, $3.95 plus 50¢ postage and handling.

"The Music Teacher", 33-1/3 LP Stereo, $3.95 plus 50¢ postage and handling.

"America's Musical Heritage", Sung by Burl Ives, 6 Records Decca #MG 79323.

"The American Revolution Through Its Songs and Ballads", Song and Narrated by Bill Bonyun, J. Anthony Scott and Gene Bonyun, Heirloom Records.

"Ballads of the Revolution", Sung by Wallace House, New York; Folkways Records and Service Corp, Album FP48.

"American History in Ballad and Song", Folkways Album #5801.

"War Ballads and Soldier Songs", Sung by Herman Nye, Folkways Album #FH5249.

"The Spoken Arts Treasury of American Ballads and Folk Songs", 6 Records, Album #SA 3003 from Spoken Arts, New Rochelle, New York 10801.

Bibliography of Song Books

Scott, John Anthony, The Ballad of America! The History of the United States in Song and Story, New York: Bantam Books, 1972.

Ives, Burl, The Burl Ives Song Book: American Song in Historical Perspective, New York: Ballantine, 1953.

Brand, Oscar, Songs of '76: A History of the Revolution, New York: Evans, 1973.

Lomax, John, Folk Songs U. S. A., New York: Signet, 1966.

Downes, Olin, A Treasury of American Song 2nd ed., New York: Colsolidated Music Publishing, 1943.

Ames, Russell, The Story of American Folk Song, New York: Grosse and Dunlop, 1960.

Scott, John A., Trumpet of a Prophecy; Revolutionary America 1763-1783, New York, A. A. Knopf, 1969.

Moore, Frank, Song and Ballads of the American Revolution, Port Washington, New York: Kennikat Press, 1964.

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Bibliography

Herman, Michael, Folk Dances for All, New York: Barnes and Noble, 1947.

Lunsford, Basoomlamar, It's Fun to Square Dance, Asheville, North Carolina: Stephens Press, 1942.

McNair, Ralph J., Square Dance, New York: Garden City Books, 1951.

Pauline Ritchie, Handy Play Party Book, Cooperative Recreation Service, 1940.

Lyons, John Henry, Stories of our American Patriotic Songs, Vanguard Press.

Kinscella, Hazel G., History Sings, University Pub. Co.

Landis, Beth, Exploring Music 7, New York: Holt, Rinehart, & Winston. (American Folks Today and Yesterday)

Music in America, An Anthology from the Landing of the Pilgrims to the Close of the Civil War 1620-1865, W. T. Marrocco and H. Gleason Norton.

Elson, L. C., The National Music of America and its Sources, Boston: L. C. Page and Co., 1900.

Jackson, G. S., Early Songs of Uncle Sam, Boston: Bruce Humphries, 1933.

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THEME: Heritage, Festival, Horizons

SUBJECT AREA: Science, Art

GRADE LEVEL: 6-8

NAME OF ACTIVITY: Investigation of Colonial Dyes

TYPE OF ACTIVITY: Laboratory Inquiry

OBJECTIVE: Using materials on hand or materials of the student's choice, the student will in the laboratory attempt to create a dye for cotton, wool, or linen from natural materials that possess good qualities of color and durability.

BACKGROUND INFORMATION: Often we tend to lose sight of the fact that much of the complex science and technology of today had some rather humble and simple origins years ago. Our complex contemporary colors are the mature products of the simple, natural stains and dyes of the past. Perhaps, at intervals, we should explore the past to enhance our understanding of the present.

MATERIALS AND RESOURCES:

1. This resource is a must, especially for the teacher: Natural Dyes and Homedying by Rita J. Adrosko, Dover Books 22688-3, Paperbound $3.00. Also "Yarn Dyes From Nature", Ladies Home Journal, Dowe Pub. Co., New York, Fall/Winter 1974.

2. All materials needed can be found listed in this resource.

3. Stress Conservation: For example try getting quantities of bark from a saw mill rather than stripping living trees.

4. Be careful of chemicals used in the laboratory and of some plants that may be harmful to students.

5. Be prepared - some dye materials are available year around, some in spring, some in summer, some in fall.

PROCEDURE: Time 1-3 weeks

Try the inquiry approach. Have on hand a supply of natural plant materials and also allow students to supply their own if they wish. Also have on hand a supply of chemicals (copper sulfate, vinegar, etc; see resource book) that were common in colonial times. Allow students to think through and perform their own methods of dying and keeping a data record of their successes and failures. When they feel they have made a satisfactory dye compare their method to the original by having them make the original. Test color quality (comparison) and color fastness (washing).

A follow-up discussion of modern dyes should follow with perhaps a field trip to a dye works such as the Du Pont Laboratories in Wilmington, Delaware.

VARIATIONS AND MODIFICATIONS:

1. This project may be used in middle or high school art classes. It will probably have to be modified, however, since these classes will be interested in the end product of color rather than in the inquiry techniques in obtaining the color or in the chemistry of the colors.

2. This project could be a good beginning for an independent science investigation by a student interested in chemistry.

THEME: Heritage, Horizons

SUBJECT AREA: Science, Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Planting a Tree

TYPE OF ACTIVITY: Learning Station

OBJECTIVE: The student will consult appropriate resources to identify answers to questions about the importance of trees past and present.

BACKGROUND INFORMATION: Early settlers took advantage of wood, an abundant natural resource. They used wood for tools, transportation, homes, dishes, medicine, furniture, heat, cooking, bridges, fences, barns, printing, and a means of making a living.
By-products of wood were used in many ways. Charcoal was used to clean teeth, settle stomachs, sweeten breath and to preserve meat. It was used to make gunpowder, paint, ink, and medicine. Trees were shown on our first flags and coins.
Trees were sources of many home remedies. For blood building you were to take the bark of the wild cherry and boil it to make tea. For burns you could boil chestnut leaves and put the resulting ooze on the burn. For a cold you could boil pine needles to make a strong tea.
As William Penn said, "Wood is a substance with a soul".

MATERIALS AND RESOURCES:

1. Materials

   a. Seeds
   b. Soil
   c. Water
   d. Plant food
   e. Large planter
   f. Paper
   g. Pencil

2. Resources

   a. Cutting Timber, F1736 (Resource Center)
   b. Trees, Fl 671 (Resource Center)
   c. What is a Tree? F882 (Resource Center)
   d. Ecology, Fl 655-657 (Resource Center)
   e. Sloane, Eric, A Reverence for Wood. New York: Wilfred Funk, Inc., 1965 (suggested for purchase).
   f. American Forest Institute
      1619 Massachusetts Avenue, N. W.
      Washington, D. C. 20036
      (Bicentennial Tree Planting Kits can be purchased in orders of 24 or multiples of 24 kits at $1.25 per kit. Kit includes seeds, planting instructions and an illustrated 72 page booklet covering the historic importance of wood in our nation to the forest management issues which concern us today.)

MATERIALS AND RESOURCES: (cont'd)

g. Childcraft Annual 1972, The Green Kingdom.

PROCEDURE:

1. Purchase the American Forest Institute's Bicentennial Tree Planting Kit or choose several historic trees of your own to be planted. Seeds included in the kit are Eastern White Pine, Common Apple, Douglas Fir, and Lablolly Pine.

2. Station

Part 1 - Have the children research each of the trees to be planted.

Suggested guideline questions:

1. In what region can each of these trees be found? Why?
2. What uses did the colonists find for these trees?
3. What are these trees used for today?
4. Make a chart, diorama or mural comparing uses for trees past and present (future)?

Part 2 - Planting the tree

Materials

1. Seeds
2. Soil
3. Water
4. Plant food
5. Large planter

Procedure

1. Put soil in the planter and fill to about two inches from the top.
2. Place the seed on top of the soil in the center of the planter.
3. Cover the seed with about one inch of soil.
4. Water the tree as needed.
5. Add plant food to the water periodically. Follow directions on the package.
6. Growth of the tree can be recorded in chart or graph form.

Part 3 - What does the future hold?

1. Do you think forest management is important? Explain?
2. What uses can you find for wood in the future?
3. Of what importance are forested areas set aside for recreation to future generations?
4. Design a forested park for recreational purposes. You can make a mural, diorama, picture, or any other project you can think of to get the idea across.
5. What substitutes for wood are used today? What substitutes for wood do you think will be used 50 years from now?

VARIATIONS AND MODIFICATIONS:

The following variations may be listed as extra activities with the station for those who are interested.

1. Write a letter to a forestry agency to find recent information about questions concerning forestry.
   Examples: 1. American Forest Institute
   1619 Massachusetts Avenue, N. W.
   Washington, D. C. 20036

   2. U. S. Department of Agriculture
   Washington, D. C.

2. Compare the strength of wood with other construction materials such as steel, brick, and concrete.

3. Research forest fires and make a project to present to the class.

4. Research lumber mills and make a project to present to the class.

5. Research various careers dealing with forestry or wood and share information with the class. (Examples: Botanists, biologists, biochemists, agronomists, horticulturists)

6. Research the ways plants of long ago affect our lives today.
   Examples of findings: soil, air, coal, amber.

7. Write to Wye, Maryland and request a seedling from the Wye Oak.

8. Write to American Forest Institute and request the free seeds from six trees which played a part in American history. Planting instructions and the historical relevance of each species is included.
   Write to: George C. Cheek
   Executive Vice President
   1619 Massachusetts Avenue, N. W.
   Washington, D. C. 20036
   (202) 667-7807

9. Write to Liberty Trees Project and request information concerning their bicentennial project.
   Albert C. Johnson, Exec. Director
   1501 Eighth Street
   Sacramento, California 95814

10. Have students experiment with grafting in science class. A guest speaker could be invited to speak on the subject.

THEME: Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-12

NAME OF ACTIVITY: Looking Behind and Looking Ahead from Right Now

TYPE OF ACTIVITY: Brainstorming - Speculation

OBJECTIVE: After a study of the past and present materials in a science unit, students will speculate as to how this science will be used to change life 100 years in the future.

BACKGROUND INFORMATION:

It is difficult, if not impossible, to predict the future. Huxley tried to predict centuries ahead in his Brave New World forty years ago. Today many of his predictions are coming true. Nevertheless it is refreshing and stimulating for the mind to dream and wonder with curiosity. Possibly such a mental "stretch" may return some from a learning slump back into the realm of learning.

MATERIALS AND RESOURCES:

1. Magazines: Time, Newsweek, Science News, Science Digest, Nature, Scientific American, Astronomy.

2. Books by experts on predictions into the future such as:

   Fuller, Buckminster R., Utopia or Oblivion. Toronto, New York: London: Bantam Books, 1969.

   Toffler, A., Future Shock, 3 Science Fiction Books.

PROCEDURE:

1. Finish science unit.

2. Investigate recent material pertaining to the unit in magazines and books.

3. Discuss as a group all accumulated materials in relation to how they will affect the future.

THEME: Horizons

SUBJECT AREA: Science

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Maladies and Their Cures

TYPE OF ACTIVITY: Role Playing

OBJECTIVE: Through research and role playing the student will be able to compare methods used to treat maladies in colonial times to methods employed today. A follow-up discussion will give the student the opportunity to volunteer ideas about treatment of ideas in the future.

BACKGROUND INFORMATION: Colonists in America experienced many diseases for which there were no medicines or cures. Contagious diseases such as measles, smallpox, typhoid fever, bubonic plague, and yellow fever spread rapidly. Other illnesses included dysentery, gout, influenza, pneumonia, rheumatism, scurvy, and tuberculosis.

Most medicines were made from herbs, barks, and roots of plants and trees, however, they usually failed. One helpful medicine was quinine, taken from the bark of the cinchona tree. Doctors still use quinine to treat malaria.

There were few trained doctors during most of the colonial period. Most doctors received training by helping experienced physicians.

MATERIALS AND RESOURCES:

1. Materials

   a. Paper
   b. Pencil

2. Resources

   Shryock, Richard Harrison. Medicine and Society in America: 1660-1860 Ithaca, Cornell University Press, 1960.

PROCEDURE:

1. Choose several groups of children who are interested in doing research on maladies and their cures past and present. (The number of groups and group members will be determined by the teacher.)

2. The groups decide which maladies they would like to research.

3. Groups will research their topics.

4. The groups plan and practice a role play, using information found in research, that shows a comparison in the treatment of the disease.

PROCEDURE: (cont'd)

5. The groups present their role plays to the class.

6. The class has the opportunity to ask the research group questions.

7. After all groups have presented their role plays and questions have been answered, the class can discuss techniques used to treat illness in the future.

THEME: Heritage

SUBJECT AREA: Science (Brown Concepts in Science)

GRADE LEVEL: 6

ACTIVITY NAME: The Use of Simple Machines in Early American Tools

ACTIVITY TYPE: Learning Station

OBJECTIVES: The student will analyze the materials at the station and identify in writing ten applications of simple machines found in colonial hand tools.

BACKGROUND INFORMATION: The buildings and vehicles created by our forefathers were the result of a rather basic, primitive technology involving mainly the use of hand tools. These tools' functions were based on the principles of the simple machines such as the lever, the inclined plane, and the wheel and axle.

MATERIALS AND RESOURCES:

1. Typical learning station (table and chair somewhat apart from the class).

2. Writing material for student records.

3. Source of Early American tools (Brown Concepts in Science, 6th grade text.

A Museum of Early American Tools. Sloan, Eric. Ballantine Books, Inc. 201 East 50th St., New York, New York, 10022 (Price $2.00 is a must, it is a paperback).

PROCEDURE: Time, 10 minutes per station

1. Dismantle the Sloan book in sections, keeping materials that relate together. Thus, from the one reference, at least six learning stations can be constructed.

2. Students use the stations until they get the minimum of ten applications of simple machines.

3. Suggestion - if students seem to show further interest after completing the listing, allow them to view as many of the stations as they wish without the requirement of making further listing of applications of simple machines. Perhaps this would stimulate interest in our heritage in colonial tools.

VARIATIONS AND MODIFICATIONS:

1. Dismantle book and give to small groups to analyze for applications of simple machines. Then each group reports its findings to the class.

2. Compare as a class early tools to tools of today. Use a Sears or Wards catalog for source of modern tools.

VARIATIONS AND MODIFICATIONS: (cont'd)

3. Search your home to find what could or could not have been built by tools of the colonial period.

4. Follow-up field trip to Farm Museum or Smithsonian to view these tools.

THEME: Heritage, Horizons

SUBJECT AREA: Math, Science

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Math In Change

TYPE OF ACTIVITY: Student Experimentation and Calculation

OBJECTIVE: Students will be able to gauge distance by estimation, use of the English system, and use of the metric system, listing the advantages and disadvantages of each.

BACKGROUND INFORMATION: At the time of the American Revolution, many Americans were using inches, the English system of measurement or estimating measurements. As years passed, the British dropped their system and began using the metric system, but the United States retained the English method. In the near future, however, the metric system will be adopted in America leaving behind the methods used by the American colonists.

MATERIALS AND RESOURCES:

1. Tape measure
2. Yard sticks or 12 inch rulers
3. String
4. Meter sticks

PROCEDURE: (suggested time allotment one to two class periods)

1. Have students measure the distance from a pre-selected spot to a permanent physical feature on the school grounds (tree, sign, backstop) using the following methods:

   a. Estimate the distance - have students stretch a string on the ground and pace it off. Using a tape measure or yard stick, measure the string and divide the number of paces into the length. Then have the student pace the distance you set out originally. Record the number of paces, average length of pace, and estimated distance.

   b. Measure the distance using feet and yards. Record the answer.

   c. Measure the distance using the metric system - measure the distance in meters or centimeters. Record the answer.

2. Next, have students follow the same procedure measuring their desk top:

   a. Estimate the distance - from the knuckle to the tip of the thumb is approximately one inch. Have students measure the length and width of their desk top using only their thumb as a one-inch measure. Record the answer.

PROCEDURE: (cont'd)

b. Measure the distance with a 12-inch ruler. Record the answer.

c. Measure the distance using the metric system - record the dimensions of the desk top using centimeters and millimeters.

3. Discuss the following questions:

a. Many Americans at the time of the Revolution used the estimation method for measuring. How accurate was it? Why was it used? Do you think it was difficult for people used to the estimation method to measure with rulers and yard sticks? Why? What are some other means of estimating distance that you know of?

b. Was it easier to measure distance using the inch/foot system or the metric system? Why? Which system is more convenient to use? Which system is more convenient for calculating? Do you think it will be difficult for Americans to accustom themselves to the metric system? Why?

VARIATIONS AND MODIFICATIONS:

1. Have students construct a conversion chart (for example, one pace = x inches = x CM).

2. Continue the activities in the subject of weights.

3. Have students complete research to locate information concerning how different forms of measurement developed (for example, furlong, rod, inch, yard).

4. Role play a buying-selling situation where the buyer uses an estimated means of measurement and the seller uses either the English or Metric system.

THEME: Heritage

SUBJECT AREA: Earth Science

GRADE LEVEL: 8

NAME OF ACTIVITY: Iron Ore Mining and Iron Manufacture in Colonial Carroll and Frederick Counties

TYPE OF ACTIVITY: Learning Station

OBJECTIVE: After viewing the station, the student will be able to identify the major sites of iron ore deposits in Carroll and Frederick Counties; the major types of ores, and the principles involved in colonial iron manufacture.

BACKGROUND INFORMATION: Before the colonies could approach independence, they had to be able to make the materials, such as iron, that they needed in everyday life. By the Revolutionary War iron mines and furnaces were rather numerous in the colonies. Several of them existed in the Carroll and Frederick county areas. It might be worth investigating these now abandoned endeavors to gain insight into the geology of the area and to kindle interest in our present and past metal refining technology.

MATERIALS AND RESOURCES:

Department of Geology, Mines and Water Resources, State of Maryland: Carroll and Frederick Counties, 1946. (Copy in Westminster Senior High Library from which needed information can be xeroxed)

Colonial Craftsmen and the Beginnings of American Industry by Edwin Tunis. The World Publishing Co., Cleveland and New York.

PROCEDURE: (Time - 10-15 min. per station; 1-2 weeks total)

1. The learning station can be constructed by students. It should include maps of Carroll and Frederick Counties, diagrams of a colonial iron furnace, plus information from The Maryland Geologic Survey Book (see materials section).

2. Do not try to place all of this material at one station. It will overwhelm the student. Make several stations - for example, one might deal only with the iron furnace.

3. Self test sheets should be available in stations for students.

4. Mineral samples should be present if available.

5. Optional - a follow up field trip to one iron furnace may be taken. The Catoctin Furnace near Thurmont, Maryland is suggested or an appropriate example.

VARIATIONS AND MODIFICATIONS:

1. Copper, lead, lime, and marble were all mined and refined in the Carroll-Frederick County areas. Thus, the teacher might want to have the class construct a learning station for each of these to be used in conjunction with the one on iron.

2. This material could be modified for a bulletin board display.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: The Revolution in Pictures

TYPE OF ACTIVITY: Bulletin Board

OBJECTIVE: The students will contribute pictures from magazines, newspapers, and other sources to a bulletin board. Each picture will have a caption explaining its relation to the American Revolution.

MATERIALS AND RESOURCES:

1. Materials

   a. Bulletin board
   b. Backing paper
   c. Title letters
   d. Pictures
   e. Construction paper
   f. Stapler
   g. Glue

PROCEDURE:

1. Ask students to find and bring in pictures related to the Revolution.
2. Ask students to write captions for their pictures.
3. Mount each picture and its caption on construction paper.
4. Staple the picture and caption on the bulletin board.
5. Choose a title for the bulletin board.
6. Make letters for the title and staple on the bulletin board.

VARIATIONS AND MODIFICATIONS:

Mount pictures and captions separately. As an activity the children can match pictures with the proper captions or write their own captions. Answer keys should be available. It is convenient to number pictures for these activities.
A hallway bulletin board can be used or a portable board may be arranged in an eye-catching location.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Tom Paine and Twentieth Century Radicals

TYPE OF ACTIVITY: Research, discussion, group presentation

OBJECTIVE: Compare and contrast an 18th Century radical with 20th Century radicals.

BACKGROUND INFORMATION: Modern day radicals are often viewed with contempt by many Americans, while those same people will regard 18th Century radicals as patriotic. How are radicals alike and different? This is the purpose of this activity.

MATERIALS AND RESOURCES:

Cuban, Larry and Roden, Philip, The Promise of America, The Starting Line. Scott Foresman, 1971.

"Firebands of the Revolution," National Geographic, July 1974, p. 2--.

PROCEDURE: (suggested time allotment one or two class periods)

1. Use the July 1974 issue of National Geographic to have students locate information about Tom Paine. Then using page 99 in The Promise of America, The Starting Line, have students determine from their reading about Tom Paine whether he would be conservative, liberal, reactionary, or radical. When students have decided, have them justify reasons for their choice. Then have selected students use the school media center to locate information on the following people:

Abbey Hoffman	Bobby Seale	Angela Davis
Che Guenerra	Eldridge Cleaver	Jane Fonda

2. Using the same criteria from The Promise of America, decide to which category (conservative, liberal, radical, reactionary) each person belongs. Then have students:

   a. Compare and contrast 20th Century radicals with Tom Paine in the following topics: cause, methods, and personal success in the cause.

   b. Create political cartoons about radicals and their cause throughout history.

VARIATIONS AND MODIFICATIONS:

Using either the Kodak Eletagraphic Visual Maker to copy book pictures, or materials to make transparencies, have students make an audio-visual presentation based on the theme "Radicals - Then and Now". When complete, students should present their program to the rest of the class or to other classes.

THEME: Heritage

SUBJECT AREA: Social Studies, Art

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Building a Log Cabin

TYPE OF ACTIVITY: Group Project or Learning Station

OBJECTIVE: The student will be able to construct a log cabin by following written directions.

BACKGROUND INFORMATION: Settlers from Sweden first built cabins of rough logs. Moss and clay were mixed together to fill the cracks between the logs. Roofs of these cabins were covered with sod or bark. Most of these cabins had a stone fireplace at the end of the room.
The early settlers built many varieties of log cabins ranging from crude shelters without floors and windows to comfortable dwellings with attic floor, windows, and slab doors hung on leather hinges.
The pioneer cabin was usually rectangular. A common size was twenty by sixteen feet. Four logs were placed on the ground to form the rectangular foundation. Logs for the walls were notched about nine inches from both ends and laid horizontally one at a time all the way around. The interfitting of the logs at the corners held them in place.
The simplest type of roof was a continuation of the walls. The two opposite sides sloped until they met at the ridge of the roof. The cracks between the logs were filled with clay. Windows were often covered with the dried stomach lining and intestines of large animals. Doors were sometimes made of animal skins. The fireplace and chimney could be made of logs and plastered with clay.

MATERIALS AND RESOURCES:

1. Materials

   a. Cornstalks,
   b. Bamboo or
   c. Dry cattail stalks
   d. Modeling clay
   e. Knife

2. Resources

   Colonial America. Margaret Fisher and Mary Jane Fowler, Fideler, 1967, F1737, Building a House.

PROCEDURE:

1. Discuss types of homes lived in by early colonists.
2. Discuss the construction of a log cabin.
3. Distribute materials for construction of a cabin.
4. Distribute directions for building a cabin.
5. Directions
   a. Cut the corn stalks, bamboo, or dried cattail stalks (twelve inches for the length, nine inches for the width).
   b. Notch each log about one inch from each end.
   c. Lay and interfit logs one at a time all the way around.
   d. Taper off logs for the gable walls and the roof.
   e. Cut a doorway out.
   f. Chink the cracks between the logs with modeling clay.
   g. Cut a log and place vertically in the doorway. Chink with clay.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Crime and Punishment

TYPE OF ACTIVITY: Discussion, research

OBJECTIVE: Compare and contrast colonial punishment with modern day punishments for a similar crime.

BACKGROUND INFORMATION: As there has always been crime, so has there existed a need for punishment. But a society's concept of crime and punishment may change during the passage of time.

MATERIALS AND RESOURCES: School Media Center.

PROCEDURE: (suggested time allotment one to two class periods)

1. Have students use the school media center to complete the following activity. Research to complete the chart below:

Crime and Punishment

Crime	Colonial Punishment	Modern Punishment
Murder		
Gossip		
Stealing		
Treason		
Piracy		
Libel		

2. Discuss these questions with the students:

   a. Which of the crimes carry strong punishments in colonial and modern day occurences? Why do you think this is so?

   b. Which crimes have either little or no modern day punishment, but carried a heavy punishment in colonial days? Why?

   c. What differences do you think exist between prisons today and in colonial times? Do you think punishments are more humane today? Why?

Act Protested	Method of Protest	Reason for Protest	Leader of Protest (group of indiv.)
Stamp Act			
Tea Act			
Townshend Acts			
Intolerable Acts			

When all information is collected, have the groups who did the research share their findings with the class. Summarize by discussing:

1. How are the protests during colonial days and now alike? How are they different?

2. Which protests used mostly violent means? Why?

3. Is there one general category under which reasons for all of the protests could be listed? What would it be? (civil rights)

4. What kinds of things might be protested in the future?

Pretend you are the King of England during the time of protests. Write a letter to an American newspaper editor explaining why the laws and acts are not violating the colonist's civil rights.

or

Pretend you are the President of the United States today. Explain how the government is trying to resolve the issues you are protesting.

VARIATIONS AND MODIFICATIONS:

1. Have students make models or transparencies of colonial punishments for use in class discussion or learning stations.

2. Debate the issue of capital punishment.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Drawing Political Cartoons

TYPE OF ACTIVITY: Political Cartoon Drawing

OBJECTIVE: The student will be able to draw a political cartoon relative to the American Revolution.

BACKGROUND INFORMATION: The Boston Tea Party, Navigation Acts, Quartering Act, Stamp Act, Townshend Acts, Boston Massacre, Intolerable Act and Restraining Act were all contributing factors of the American Revolution. Many people of the day were unable to read and therefore town criers were helpful in spreading the news. Political cartoons were another way for these non readers to learn about views of the day.

MATERIALS AND RESOURCES:

1. Drawing paper
2. Opague projector
3. Sample political cartoons
4. Pencil or flair pens

PROCEDURE:

1. Share several political cartoons with the class.
2. Discuss their political implications.
3. Instruct students to choose a political issue during or before the Revolution and develop a cartoon from it. (Students may work alone, with a partner, or in small groups.)
4. After cartoons have been completed encourage students to share them with the class.
5. Have other students interpret the cartoon.
6. The artist can answer any questions concerning the cartoon or the artist can interpret the cartoon for the class.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Protests: Then and Now

TYPE OF ACTIVITY: Discussion, research, role playing

OBJECTIVE: Compare and contrast present day protests and demonstrations with those of today.

BACKGROUND INFORMATION: Public demonstrations have always been a form of protest, used as much today as they were in the years prior to the American Revolution.

MATERIALS AND RESOURCES:

"Firebands of the Revolution," National Geographic, Vol. 146, No. 1, July 1974, page 2--.

PROCEDURE: (suggested time allotment 2 class periods)

The day before this activity is to be used, have students clip articles from newspapers or magazines that describe protest or demonstration. Next day, have students share their findings with the class. Discuss "What are the people protesting? How are they protesting?"

Select a small group of students to use the school media center to locate information about the following protests:

Protest	Leader (individual or group)	Purpose
Montgomery Bus Boycott		
Anti-War Demonstrations		
Women's Liberation		
Petroleum Protest during bicentennial celebration of Boston Tea Party		

At the same time, have another group research information concerning protests of the following British Acts:

Act Protested	Method of Protest	Reason for Protest	Leader of Protest (group or individual)
Stamp Act Tea Act Townshend Acts Intolerable Acts			

Protests: Then and Now - continued

When all information is collected, have the group who did the research share their findings with the class. Summarize by discussing:

1. How are the protests during colonial days and now alike? How are they different?

2. Which protests used mostly violent means? Why?

3. Is their one general category under which reasons for all of the protests could be listed? What would it be? (Civil rights)

4. What kinds of things might be protested in the future?

Pretend you are the King of England during the time of protests. Write a letter to an American newspaper editor explaining why the laws and acts are not violating the colonists' civil rights.

or

Pretend you are the President of the United States today. Explain how the government is trying to resolve the issues you are protesting.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies, Language Arts

GRADE LEVEL: 5-8

NAME OF ACTIVITY: A Look At Our Flag

TYPE OF ACTIVITY: Learning Center

OBJECTIVE: Upon completion of this center, the student will be able to:

1. Depict a flag of a given time in the Revolutionary Period and *explain why the flag was so designed.

2. Make a flag of his own design which will show his idea of what a future flag change will depict and *explain his reason for the design he chose.

BACKGROUND INFORMATION: This activity will help the student understand the changes which effected our flag in its progression to the present.

MATERIALS AND RESOURCES:

1. Materials

   a. Construction paper
   b. Scissors
   c. Colored pencils - crayons
   d. Tape recorder
   e. 16 mm projector
   f. One overhead

2. Resources (resource center)

   F275 American Flag: Story of Old Glory (14 min.)
   F797 Our American Flag (8 min.)
   M343 Our American Flag (22 transparencies)
   Books: (Ex: Evans, I. O. Flags of The World. New York: Grosset and Dunlap, 1970.) Good Source
   Wall Chart: Illustrated Chart of American Flag. New York. Book Enterprise, Inc.

PROCEDURE: (suggested time 3-50 minute classes)

1. Prepare learning centers with equipment and directions. (Note: select relevant transparencies rather than use all of the 22 in the set.)

2. Introduce the learning center by directing the following questions to the students with some discussion to assure their knowing what is expected.

PROCEDURE: (cont'd)

a. Did the flag designs necessarily reflect a change in attitudes or beliefs? Explain your answer.

b. Does the present day flag represent the attitudes and beliefs of America today?

c. What attitudes and beliefs are reflected in the flag which you made for the future.

3. Students should be expected to complete two of the four stations which they choose plus be required to do station D.

a. Look and See - view one of the available films.

b. Laying it On - view the transparencies.

c. Seek and Find - using a resource book to gather information.

d. Getting it Finished - making the flag of the future.

e. Tell It Like It Is - a station for taping comments to be made regarding their opinions of the changes.

VARIATIONS AND MODIFICATIONS:

(*) Based on the child's level of ability, the teacher may choose to have response written, taped, or orally presented.

Time period for completion could be adjusted to the teacher's own lesson plan.

THEME: Heritage, Horizons

SUBJECT AREA: Science, Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Forms of Energy

TYPE OF ACTIVITY: Small group, research, discussion

OBJECTIVE: Compare and contrast forms and uses of energy during the late colonial period with energy uses today.

BACKGROUND INFORMATION: The American transition from an agricultural to industrial society created a demand for new forms as well as an increased supply of energy.

MATERIALS AND RESOURCES:

Classroom texts
Fl 752 "Making Charcoal; Fuel for Early Industry"
Fl 748 "Water Driven Grist Mill"
Fl 751 "Horse-Driven Shingle Mill"

PROCEDURE: (suggested time allotment one to two class periods)

Divide the class into groups of 3 or 4 students each. Select one student to act as a secretary. Then have the group discuss the types and uses of energy today. After sufficient time has been spent, have the secretaries name items on their list. Write the suggestions on the chalkboard. Items will vary, but the listing will probably include:

electricity - lights and appliances
petroleum - heating, fuel
coal - heating, fuel
horses - forming
human - physical labor
natural gas - fuel
nuclear - electricity, power

Ask students, "Which of the forms of energy on our list do you think Americans had during the time of the Revolution?"

Have students suggest what forms of energy may have existed during colonial and Revolutionary times that are not used today. List these on the chalkboard also. Then, using textual and audio-visual material, have students locate information concerning colonial forms of energy. Their list will include water, wind, coal, draft animals, and human. Summarize by discussing the following questions:

PROCEDURE: (cont'd)

1. Do you think environmental or natural energy was best used by colonists or by Americans today? Why?

2. Would the change from type of energy used have an effect on overall production of materials? Why?

3. Suggest types of energy that will be used in the year 2000.

VARIATIONS AND MODIFICATIONS:

Have students construct working models describing one form of energy, or provide students with materials to make transparencies.

THEME: Heritage

SUBJECT AREA: Social Studies, Home Economics

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Dibbling In The Dirt

TYPE OF ACTIVITY: Planting and caring for a garden

OBJECTIVE: The students will be able to prepare, plant, and pick a crop.

BACKGROUND INFORMATION: The people of the Revolutionary period depended very heavily upon the soil for their daily sustenance as well as commercial gain. This activity will demonstrate the tedious work required for this kind of society.

MATERIALS AND RESOURCES:

1. A plot somewhere on the school grounds.
2. Select a crop which can be harvested in late spring (Ex: radishes, lettuce, peas, winter wheat).
3. Hand implements necessary to plowing, cultivating, and harvesting.
4. Neighbor farmer to advise on the project.

PROCEDURE: (suggested time allotment periodic intervals through school year 1975-76)

1. Select a plot.
2. Select a crop.
3. Select students or a class for the project (Ex: 6th may prepare the ground, 7th may plant and cultivate, and 8th may harvest).
4. Depending on grain or seed selected, set up a time table for the maintenance of the garden project.

VARIATIONS AND MODIFICATIONS:

It may be that the crop could also be processed for consumption or sale. This would of course depend on type of crop and quantity grown.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: The Boston Tea Party and the Peggy Stewart Incident or Tea for Two

TYPE OF ACTIVITY: Role playing, discussion

OBJECTIVE: To examine the similarities and differences between the Peggy Stewart incident and the Boston Tea Party.

BACKGROUND INFORMATION: The Boston Tea Party is well known to students of American History, however, a similar, more violent event occurred in Maryland approximately 10 months later is rarely studied. The Peggy Stewart incident holds a place of importance in Maryland and American History.

MATERIALS AND RESOURCES:

Kaessner, My Maryland.

"Burning of the Peggy Stewart," Wheeler leaflet #8, Maryland Historical Society.

"The Boston Tea Party," sound filmstrip EBE Corporation, Chicago.

PROCEDURE: (suggested time allotment one to two class periods)

1. Refer to either My, Maryland, Wheeler leaflet #8 "The Burning of the Peggy Stewart" (available from the Maryland Historical Society), or another reference containing information about the Peggy Stewart incident in Annapolis to identify reasons, events, and meaning of the event.

2. View the sound filmstrip "The Boston Tea Party" (Encyclopedia Britannica Educational Corp., Chicago) or another filmstrip on the same subject. Have students view the entire presentation and discuss the reasons, events, and meaning of this protest.

3. On the chalkboard, construct a chart showing similarities and differences of the Peggy Stewart incident and the Boston Tea Party.

4. Give students the following on-the-spot interview situations:

   a. A reporter for the Maryland Gazette describes the scene in Annapolis Harbor the night of the burning of the Peggy Stewart. The reporter sees two people he will interview, the leader of the mob and Anthony

PROCEDURE: (cont'd)

Stewart. Interview the people and ask them what happened, why it happened, and what was accomplished by the burning of the ship.

b. A reporter for the Boston Observer watches and describes the scene as "Mohawk Indians" destroy British tea. In the shadows of a nearby building he spots Sam Adams and interviews him to find out what is happening, why it is happening, and what will be accomplished by this action. Walking up the street, you meet Governor Hutchinson and interview him using basically the same questions. Briefly summarize the interviews by comparing and contrasting responses of people interviewed.

THEME: Heritage

SUBJECT AREA: Social Studies, Art

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Observations and Drawing of Colonial Architecture

TYPE OF ACTIVITY: Drawing

OBJECTIVE: The student will be able to describe different architectural characteristics of colonial homes.

BACKGROUND INFORMATION: The city of Annapolis is fortunate in having within its limits more houses built prior to the Revolution than any other city in the United States. Careful observation of these houses reveal much information, not only about the physical construction, but also about the city and the era.

MATERIALS AND RESOURCES:

1. Materials

   a. Drawing paper
   b. Pencil

2. Resources

   B/S 259 Resource Center

PROCEDURE:

1. As a home assignment have students make sketches of one or two houses in their neighborhood. When the students come to class next day, post their pictures on the bulletin board. Allow time for all of the students to observe the pictures after giving the following direction: As you observe the drawings, be ready to discuss how the houses are alike and how they are different. Discuss this with the class, listing their responses on the chalkboard. Ask students "What styles can you identify? (modern, colonial)".

2. Obtain a filmstrip of Annapolis to show examples of houses of the Revolutionary period. (There is a unit in a filmstrip series Going Places, B1S259, that would be good for this activity.)

3. Select frames of the filmstrip showing houses that have different shapes, such as the Paca House, the Peggy Stewart House, and Reynold's Tavern. Have students describe them. How are they alike? Different? Are today's "colonial" styles accurate? Why? How do you account for the current popularity of colonial or early American styles?

VARIATIONS AND MODIFICATIONS:

Some interested students may like to research the subject further by using the school media center to locate information about colonial architecture. Some things to include in the report would be roof lines (gambrel, indicating a Dutch influence, for example), brickwork (flemish board was used widely), and window styles. An excellent resource would be the pamphlet by Henry Powell Hopking, Colonial Houses of Annapolis, Maryland and their Architectural Details, available from Historic Annapolis, Inc.

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: City Planning: Yesterday, Today, and Tomorrow

TYPE OF ACTIVITY: Research - Question - Answer

OBJECTIVE: The students will be able to compare cities of colonial times with cities of today. They will design a city for the future and give reasons why it was designed in that manner.

BACKGROUND INFORMATION: The British Crown had economic interest in American colonies and therefore sent instructions to the colonies on how towns and townships should be laid out to the best advantage.

It was suggested that plantations be close together and that the seacoast be planted first so that invasions could be discovered and prevented more easily. Planters were to build towns upon every river and construct warehouses so that ships would load and unload only at designated places.

Each township was to consist of approximately twenty thousand acres with natural boundaries along the seacoast and extending into the country as far as possible. A convenient area in each township was to be set aside for setting up a town for a number of families, to be determined by the settlement. Pasture lots were to be convenient to each holding. Land was also to be set aside for fortifications, a church and minister, and a school-master. The plans of early American cities show that they were designed taking the needs of the settlers into account.

MATERIALS AND RESOURCES:

1. Materials

   a. Depends on group project

2. Resources

   a. Branson, Margaret and Erickson, Evarts. Urban America, Glenview Illinois, Scott Foresman and Co., 1970. (Excellent pre-reading questions before each chapter. Recommended for buying.)

   b. Thorndike, Joseph J. ed. American Heritage. June 1966, "The Shape of Things Practically Here" by Oliver Jensen, pp. 44-49, New York, American Heritage Publishing Company, 1966.

   c. Knopf, Alfred A. Cities, a Scientific American book. New York, 1966 (suggested for high school, contains a chapter on city blueprints and cities of the future).

MATERIALS AND RESOURCES: (cont'd)

d. Freeman, W. H. ed., Cities: Their Origin, Growth and Human Impact, San Francisco, W. H. Freeman and Company 1973 (good illustrations and pictures).

e. Arbital, Samuel L. Cities and Metropolitan Areas. Mankato, Minnesota, Creative Educational Society, Inc. 1968 (many photographs, good map study, suggested for buying).

f. Revelle, Roger and Landsberg, Hans H. eds. America's Changing Environment, Boston, Houghton Mifflin Co., 1970 (suggested for high school).

g. Hellman, Hal. The City in the World of the Future. New York, M. Evans and Company, Inc. 1970.

h. Urban Ecology F1670-679.

i. Problems of Today's Cities F1 707-715.

PROCEDURE:

1. Divide the class into four committees.

a. Two committees (A1 and A2) will research cities in the colonial period. The following questions are suggested as guidelines.

1. Who planned the first American cities? Why?

2. Why were colonial cities planned as they were?

3. Do you think the reasons for planning colonial cities were valid? Explain your feelings.

4. What materials were used in building early American cities? Examples: What materials were used for roads, buildings, streets.

5. What jobs were available in early American cities?

b. Two committees (B1 and B2) will research present day cities. The following questions are suggested as guidelines.

1. Describe living conditions in cities today.

2. Why are cities being planned as they are today?

3. Do you think reasons behind city planning today is valid? Give reasons for your answer.

PROCEDURE: (cont'd)

4. What materials are used in building today's cities?

5. What jobs are available in today's cities?

2. A group project will be presented to the class along with a group report on research findings. Projects can be in the form of murals, dioramas, sketches or any other visual aid the group decides upon.

3. After the research is completed groups A1 and B1 and groups A2 and B2 will join to make comparisons. The following questions are suggested as guidelines.

   a. How does city planning today differ from city planning in colonial times?

   b. Do you think it is important for city planning today to differ from city planning in colonial days? Explain.

   c. How do materials and structures in today's cities differ from structures and materials used in colonial cities.

   d. Compare jobs available in today's cities to jobs available in colonial times.

4. The teacher will conduct a class discussion on comparisons and contrasts found in group work.

5. Each group will plan a city of the future using the knowledge they have gained about cities in their research and taking into consideration the changes they anticipate for the future. A reason must be given for each aspect of planning. (Example: A monorail would alleviate excess traffic on busy streets.)

VARIATIONS AND MODIFICATIONS:

1. Questions: (1) Can a perfect city ever be built? Give reasons for your answer, (2) Make a list of things needed to be considered in planning a city. Give reason(s) for each.

2. Research the founding and planning of your town.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Colonial Court

TYPE OF ACTIVITY: Role playing

OBJECTIVE: By participating in a mock court trial the student will be able to list rights and procedures involved in a trial.

BACKGROUND INFORMATION: Americans regard trial by a jury of peers as a privilege guaranteed by the Bill of Rights.

MATERIALS AND RESOURCES:

Seventh Grade Social Studies Curriculum Guide. Carroll County Public Schools, 1974.

PROCEDURE: (suggested time allotment three class periods)

1. A guide for conducting a simulated court trial is contained in the 7th grade curriculum guide, Unit III, Experience 3. Substitute the name John Brown for that of Aaron Burr. Remind students that this court procedure takes place after the ratification of the Constitution but is indicative of the rights and privileges desired by Americans who fought the Revolutionary War.

VARIATIONS AND MODIFICATIONS:

Video-tape the court scene for use by lower ability groups. Invite a lawyer to be guest speaker and resource person for a discussion on the legal rights of Americans.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Reading, Social Studies

GRADE LEVEL: Middle School

NAME OF ACTIVITY: Inventions Answer Grumbles

TYPE OF ACTIVITY: Question-Answer

OBJECTIVE: The students will be able to use inductive and deductive reasoning to match modern inventions and their revolutionary counterparts.

BACKGROUND INFORMATION:

Making clothing was an important job in most colonial homes. Women planted flax, harvested the crop, spun the yarn, wove the yarn into linen, and sewed whatever article of clothing she was making by hand. Woolen cloth was woven from yarn spun from the fleece of sheep.

Farmers worked mainly with hand tools; including a sickle, spade, hoe, scythe, and ax. Some farmers had wooden plows that were pulled by oxen or horses. Sometimes drags with wooden or metal teeth used to break up the soil for seeding.

Food during this period was preserved by drying, salting, smoking and burying. Most farmers were nearly self sufficient.

MATERIALS AND RESOURCES:

1. Materials

   a. Worksheet
   b. Pencil

2. Resources

   Pioneer Industries Series Fl 750-755 (Resource Center)
   Pioneer Farming Series Fl 745-746

PROCEDURE:

1. Discuss methods of doing one or more of the following as related to the Revolutionary Period.

   a. Preserving food.

   b. Farming.

   c. Making clothing.

PROCEDURE: (cont'd)

2. Compare methods used in number one with techniques used today.

3. Propose different inventions to accomplish tasks in one and two for the future.

4. Do the worksheet.

5. Check and discuss worksheet.

VARIATIONS AND MODIFICATIONS:

1. Have students draw or design an invention to make a job easier.

2. Have students set up a display of modern tools and their revolutionary counterparts.

WORKSHEET

Inventions Answer Grumbles

A. What invention or discovery answered the following grumbles? Fill in the blank.

1. Making clothes by hand takes so long. _____
2. This candlelight is hard to read by. _____
3. My bedroom is so cold. _____
4. This sailboat moves too slowly! _____
5. It takes so long to gather hay. _____
6. We have to hoe two acres today. _____
7. I have to weave at least one more yard of cloth today. _____
8. This wagon travels so slowly. _____
9. This letter was sent three months ago. _____
10. My arm gets so tired when I mix the cake batter. _____

B. What was used two hundred years ago in place of these modern conveniences?

1. Refrigerator
2. Stove
3. Dual lane highway
4. Washing machine
5. Lawn mower
6. Ink pen
7. Tin cans
8. Telephone
9. Glass
10. Clothes dryer

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C. Write down at least two grumbles that you have. What invention could be made to answer your grumble? Design one on paper.

HISTORICAL CHRONOLOGY OF THE REVOLUTIONARY PERIOD

1763

February 10	Treaty of Paris ends Seven Years' War giving Britain and Canada all of the present territory of the U. S. east of the Mississippi, except New Orleans.
July	Rockingham succeeds Grenville as Prime Minister.
October 7	Proclamation of 1763 bars settlement west of the Alleghenies.
May - November	Pontiac's Rebellion - Western Indian Rebellion.

1764

April 5	Passage of Sugar Act - Continued previous tariffs on sugar imported into the colonies, duties on textiles, Madeira wine and molasses. Navy is used to enforce trade laws.

1765

March 22	Stamp Act approved - "taxation without representation".
March 24	Quartering Act passed - required colonies to provide quarters for British troops or billet in private homes.
May 30	Stamp Act Resolutions in Virginia - Patrick Henry's resolution stated that Virginians were not obligated to obey laws or pay taxes not passed by the Assembly.
August 15	Locals force resignation of stamp-tax collector in Massachusetts.
October 7-25	Stamp Act Congress meets - the first intercolonial assembly whose acts were ratified by most of the colonies.

1766

March 18	Stamp Act repealed.
	Declaratory Act passed - reasserted Parliament's total authority over the colonies.
July	William Pitt succeeds Rockingham as Prime Minister.

1767

June 29	Townshend Acts passed - duties on importation of paper, paints, lead, glass, and tea; revenues from which would be used to pay salaries of governors, judges, and other officials, thus freeing them from the financial control of the local assemblies.

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1767

November	"Letters from a Farmer in Pennsylvania" - John Dickinson, a Pennsylvania lawyer, protests in laymen's language against the Townshend Acts, calls them violations of English law and tradition and urges colonists to resist.

1768

February 11	Massachusetts Circular Letter on Townshend Acts - Massachusetts House passes first resolution condemning the acts and sends copies to other colonies urging united action.
May thru Fall	Nonimportation agreements - Led by the Virginia House of Burgesses, one colony after another, with very few exceptions, forbids imports from Great Britain.

1769

May 16	Virginia Resolutions attacking Townshend Acts.

1770

February	Lord North becomes Prime Minister.
March 5	Boston Massacre - British soldiers fire on an unruly mob, killing 5.
April 12	Townshend Act duties, except tea, repealed.

1771

May 16	Battle of Alamance Creek - Governor Tryon's militia defeats poorly led backwoods "regulators" of North Carolina under James Few and others.

1772

June 9-10	Gaspee Incident - British revenue cutter Gaspee aground in Narragansett Bay, Providence, Rhode Island; set afire during the night by John Brown and others.
November 2	Massachusetts Committee of Correspondence organized by Samuel Adams and Joseph Warren.

1773

May 10	Tea Act passed to assist financially the East India Company by giving the company a monopoly of the tea trade to America. Tea Act continued the three pence tax on tea begun by the Townsend Act.
December 16	Boston Tea Party - a group of 50-60 men led by Samuel Adams, all dressed as Indians, boards the merchant ship and throws the tea overboard.

1774

March 25	Boston Port Bill - first of the "coercive" or "intolerable" acts passed by the House of Commons. The bill closed the Boston Port to all trade.
April 22	The London Incident - a New York mob boards the ship, London, and throws the tea cargo overboard.
May 20	Massachusetts Government Act and Administration of Justice Act - reorganized the Massachusetts colony's government so that major officials would be appointed by the King, lesser officials would be appointed by the Governor, and town meetings were forbidden except once a year to elect purely local officials.
May 26	The Virginia House of Burgesses is dissolved by Governor Lord Dunmore.
June 2	Quartering Act - revived earlier laws requiring colonies to provide quarters for British troups and requiring billeting of troops in private homes if other quarters were not available.
June 22	Quebec Act - Continued French pattern of government in Canada. Boundaries included all land north of the Ohio River; French law was to be used, i.e. trial without jury and religious freedom guaranteed to Catholics.
September 5	First Continental Congress convenes in Philadelphia - Meeting was called for by Virginia and Massachusetts. All of the colonies sent representatives except Georgia. Peyton Randolph was elected President of the Convention.
September 9	Suffolk Resolves - (Suffolk County is the area in which Boston is located) rejected the "Coercive Acts" "as the attempts of a wicked administration to enslave America." However, loyalty to the King was reaffirmed.
October 10	Battle of Point Pleasant - Col. Lewis defeats the Shawnees under Chief Cornstalk and brought an end to Dunmore's War.
October 14	Declaration of Rights and Grievances - Included 12 resolutions which highlighted the rights and grievances of the colonies. The resolutions stated that Americans' rights included life, liberty and property as secured by the British constitution, and taxation by their own representative assemblies.
October 18	Continental Congress adopts the "Association", the major terms of which included: 1) no imports from Britain after December 1, 1774, 2) no exports to Great Britain after September 10, 1775, 3) ban on the import of slaves after December 1 1774, and 4) ban on the import of East India Company tea immediately. The Association called for committees of enforcement in each county and penalties were provided for its violation.

October 26	First Continenta. Congress adjourns.
December 14	Patriots seize Fort William and Mary at Portsmouth, New Hampshire.
December 22	"Tea Party" at Charleston, South Carolina.

1775

March 10	Daniel Boone's expedition into Kentucky, and on April 1, 1775 begins the settlement of Boonesborough.
March 23	Patrick Henry delivers "Give me liberty or give me death" speech at the Virginia Provincial Convention in Richmond.
March 30	New England Restraining Act passed by House of Commons - consisted of a ban on all trade from New England ports except to Great Britain and the British West Indies and excluded New Englanders from the Atlantic fisheries. The bill was extended two weeks later to include New Jersey, Pennsylvania, Maryland and South Carolina.
April 18	Midnight ride of Paul Revere (British General Gage had hoped to capture Samuel Adams and John Hancock as well as a store of arms and powder).
April 19	The Battles of Lexington and Concord, Massachusetts.
April 20	British Marines seize patriot gunpowder at Williamsburg, Virginia.
April 21	New Hampshire militiamen march to Cambridge, Massachusetts.
May 6	Patrick Henry declared outlaw by Virginia Governor Dunmore.
May 9-10	Capture of Fort Ticonderoga, on Lake Champlain, by Ethan Allen and Benedict Arnold.
May 10	Second Continental Congress convenes in Philadelphia.
May 12	Green Mountain Boys take Crown Point on Lake Champlain.
May 14	Benedict Arnold leads an expedition against St. John's, Canada.
May 15	Congress resolves to put colonies in a state of defense.
May 31	Mecklenberg Resolutions - The most outspoken of various patriotic resolutions was voted by Mecklenberg County, North Carolina.
June 15	Birth of the Army
June 15	Rhode Island establishes naval force.
June 15	George Washington elected Commander-in-Chief of Continental Army.
June 17	Battle of Bunker Hill (Breeds Hill).

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1775

June 25	Pennsylvania Rifle Battalion Organized.
July 3	Washington takes command of Continental Army at Cambridge Common.
July 8	Olive Branch Petition - a last appeal to the King for a redress of grievance, while hostilities were suspended, and for repeal of the most restrictive statutes, drafted by John Dickinson.
July 21	American raid on Great Brewster Island, Massachusetts.
July 31	Second American raid on Great Brewster Island, Maine.
August 8	Captain Daniel Morgan and his Virginia riflemen arrive at at Cambridge.
August 9-10	Naval action at Gloucester, Cape Ann, Massachusetts.
September 12	Start of Arnold's Expedition to Quebec.
October 5	British ships bombard Bristol, Rhode Island.
October 14	Falmouth (Portland, Maine) burned by the British.
November 13	Americans under General Montgomery occupy Montreal.
December 3	First official American Flag raised aboard the Alfred by Lt. John Paul Jones.
December 8	Battle of Edenton, North Carolina.
December 9	Battle of Great Bridge, Virginia and the first Revolutionary engagement in Virginia.
December 30	Attack on Quebec fails.

1776

January 1-2	British naval bombardment of Norfolk, Virginia. Norfolk was burned by provincial forces to prevent seizure by British.
January 6	Founding of Alexander Hamilton's Provincial Company of Artillery of the Colony of New York.
January 10	Thomas Paine's Common Sense published in Philadelphia (Paine had been in America two years at this time).
January 22-23	British transport and provision ship Blue Mountain Valley taken by Americans off Sandy Hook.
January 24	Colonel Henry Know, a former bank dealer from Boston, reaches Cambridge with 43 cannon and 16 mortars from Fort Ticonderoga.

1776

February	Americans reoccupy Norfolk and complete its destruction.
February 27	Battle of Moore's Creek Bridge, North Carolina. Newly arrived Highland Scots settlers were defeated by Whig militia.
March 4-5	Occupation of Dorchester Heights, Massachusetts by Patriot forces with the Fort Ticonderoga Cannons.
March 17	British evacuate Boston.
April 12	"Halifax Resolves" - North Carolina Provincial Congress becomes the first colonial assembly to stand for independence.
April 17	USS Lexington vs. HMS Edward.
May 4	Rhode Island declares independence.
May 10	Congress recommends new state governments.
May 17	Naval action at Nantucket Roads, Massachusetts.
June 7	Yankee Hero vs Melford off the coast of Massachusetts.
June 8	Battle of Trois Rivieres, Canada.
June 12	Virginia Convention adopts George Mason's "Bill of Rights".
June 28	British attack on Charleston, South Carolina fails.
July 2	Resolution declaring independence voted. Resolution written by Richard Henry.
July 4	Declaration of Independence approved and signed as drafted by Thomas Jefferson.
July 8-10	General Dunmore's fleet defeated at Gwyn's (Gwynn) Island, Virginia, Chesapeake Bay.
August 27	Battle of Long Island, New York - British troops led by General Howe - Americans led by General Washington.
August 29-30	Washington's Evacuation of Long Island.
September 6-7	First use of the submarine in war.
September 9	The name United States of America adopted by resolution of the Continental Congress.
September 15	Battle of Kips Bay, New York.

1776

September 16	Battle of Harlem Heights, New York.
September 22	Nathan Hale executed by the British as an American spy.
October 11-12	Battle of Valcour Island, New York, Lake Champlain.
October 12-13	Battle of Throg's Neck, New York - Washington evacuated Manhattan except for Raige Force at Ft. Washington.
October 18	British naval force burns Falmouth, Maine.
October 28	Battle of White Plains, New York, where Howe defeats Washington.
November 3	British General Carleton abandons Crown Point, New York.
November 7-29	Siege of Fort Cumberland, Nova Scotia.
November 16	Fort Washington, New York falls to British.
November 16	First foreign salute to a US flag (Grand Union Ensign).
November 20	General Nathaniel Greene abandons Fort Lee, New Jersey to Howe's forces.
December 8	British General Clinton takes possession of Newport, Rhode Island.
December 12	Congress vests Washington with dictatorial powers.
December 19	Publication of Thomas Paine's American Crisis.
December 26	Battle of Trenton, New Jersey - Washington crossed Delaware River in a successful surprise attack on Hessians.

1777

January 3	Battle of Princeton, New Jersey - a repeat of Trenton plan and success.
January 16	New Hampshire Grants (Vermont) declare independence from England, calling themselves "New Connecticut".
February 2-4	Local patriots hold Fort McIntosh, Georgia.
April 26	British raid Danbury, Connecticut.
May 23	American raid at Sag Harbor, New York.
June 14	Stars and Stripes adopted by Congress as American flag, 13 stars and 13 stripes.
July 6	British occupy Fort Ticonderoga, New York.

1777

July 7	Battle of Hubbardton, Vermont.
July 20	Peace Treaty signed by Virginia and North Carolina with Cherokees in which Cherokees give up all of their land east of the Blue Ridge and all their land north of the Nolichucky River.
July 25	Murder of Jane McCrea, near Fort Edward, New York.
August 3	British General St. Leger invades Fort Stanwix, New York.
August 6	Battle of Oriskany, New York.
August 16	Battle of Bennington, Vermont (in new York).
August 21-22	American raid on Staten Island, New York.
August 22	St. Leger abandons siege of Fort Stanwix because of approach of Benedict Arnold.
August 25	Howe's British Army disembarks at Head of Elk, Maryland.
September 1	Siege of Fort Henry, Virginia (Wheeling, West Virginia).
September 11	Battle of the Brandywine, Pennsylvania - Howe outflanks Washington and moves on to Philadelphia.
September 16	Action at Warren Tavern (White Horse Tavern), Pennsylvania.
September 18-24	American raid on Lake George area, New York.
September 19	First Battle of Saratoga (or Freeman's Farm), New York. General Burgoyne driven back by large American forces.
September 20-21	Battle of Paoli, Pennsylvania.
September 26	British occupy Pennsylvania.
October 4	Battle of Germantown, Pennsylvania - Washington attacks Howe but is finally driven back.
October 6	British General Clinton captures Fort Clinton and Montgomery, New York.
October 7	Second Battle of Saratoga (or Bemis Heights), New York. General Burgoyne attacks General Gates forces but is driven back.
October 17	Burgoyne surrenders to General Horatio Gates, an American commander who had been a career officer in the British Army. This surrender at Saratoga is a major turning point in the war.

1777

October 22	British attack on Fort Mercer, New Jersey.
November 15	Fort Mifflin, Pennsylvania, evacuated.
November 17	Articles of Confederation adopted by Continental Congress.
November 20	Battle of Fort Mercer, New Jersey.
December 18	Occupation of winter quarters at Valley Forge.

1778

February 6	Franco-American Treaty of Commerce and Alliance signed in Paris.
June 17	France opens hostilities against Britain.
June 18	British evacuate Philadelphia.
June 28	Battle of Monmouth Courthouse (Freehold), New Jersey. American troops catch up with General Clinton's forces on their retreat from Philadelphia. A seesaw battle, but Clinton fights off the American attack.
July 3-4	Wyoming Valley "Massacre", Pennsylvania.
July 4	Lt. Col. George Rogers Clark occupies Kaskaskia, Illinois, thereby supporting later American claims to the region.
July 20	George Rogers Clark leads small group of frontiersman to occupy Vincennes, Indiana.
July 18	Indian raid at Andrustown, New York.
August 8	John Sullivan and D'Estaing begin the joint operation against Newport, Rhode Island - Arrival of large British force and violent storm led to withdrawal of French Fleet.
August 29	Battle of Newport (Tiverton), Rhode Island.
September 5-8	British amphibious raids on Massachusetts.
September 28	Tappan "Massacre", New York.
October 6-8	American raid on Indian town of Unadilla, New York.
October 15	British raid at Mincock Island (Egg Harbor), New Jersey.
November 11	Cherry Valley Massacre, New York.
December 17	British recapture Vincennes, Indiana.

1778

December 29	British capture Savannah, Georgia.

1779

February 14	Battle of Kettle Creek, Georgia.
February 23-25	Clark retakes Vincennes, Indiana.
March 3	Battle of Briar Creek, Georgia.
April 12	Convention of Aranjuez, Spain.
May 9	British raid on Norfolk, Virginia.
May 21	Spain declares war against Britain.
June 1	Clinton starts offensive up the Hudson River, New York with 6,000 men.
June 20	Battle of Stone Ferry, South Carolina.
June 21	Spain declares war against Great Britain.
July 2	British raid at Poundridge, New York.
July 5-11	British raid Connecticut coast.
July 8	British raiders plunder and burn Fairfield, Connecticut.
July 16	Battle of Stony Point, New York.
July 22	Battle of Minisink, New York.
August 11-September 14	Brodhead's Allegheny Valley Expedition, western Pennsylvania.
August 14	American squadron destroyed in Penobscot Bay, Massachusetts (Maine), by British.
August 19	"Light Horse Harry" Lee's raid on Paulus Hook, New Jersey.
August 29	Battle of the Chemung River (Battle of Newton), New York.
September	Spanish Expedition into British West Florida (Mississippi, Alabama, Florida).
September 5	American raid at Lloyd's Neck, Long Island, New York.
September 14	Burning of Indian town of Genesee, New York.
September 23	Siege operations begin against Savannah, Georgia.
October 4	Ambush at Licking River, Kentucky.

1779

October 9	British repulse allied assault on Savannah.
October 11-25	British evacuate Rhode Island.

1780

January 14-15	American raid on Staten Island, New York.
January 25	British raid on Newark and Elizabeth, New Jersey.
March 14	Mobile, British West Florida (Ala.) taken by Louisiana Governor Bernardo de Galvez.
April 2	Indian raid at Harpersfield, New York.
April 9	Action at Little Maquoketa River, Iowa.
April 11	Siege of Charleston, South Carolina begins.
May 7	Surrender of Fort Moultrie, South Carolina.
May 12	Surrender of Charleston to British.
May 22	Tory and Indian raid at Caughnawaga, New York.
May 22-23	Tory and Indian raid at Johnstown, New York.
May 26	Spanish repulse British expedition at St. Louis, Missouri.
May 29	Massacre of the Waxhaws (Waxhaws Creek), South Carolina.
June 23	Battle of Springfield, New Jersey.
July 10	Count de Rochambeau and 6,000 French troops arrive at Newport, Rhode Island.
July 12	Arnold's treasonable secret offer to British to surrender West Point, New York.
July 12	Actions at Stallins, South Carolina and Brandon's Camp, South Carolina; civil war in the Carolinas.
July 30	Capture of Fort Anderson (Thickety Fort), South Carolina.
August 1	Battle of Rocky Mount, South Carolina.
August 2	Indian and Tory raid on Fort Plain, New York.
August 6	Battle of Hanging Rock, South Carolina.
August 16	Battle of Camden, South Carolina - General Gates is soundly defeated by British General Cornwallis.

1780

August 18	Battle of Fishing Creek, South Carolina.
September 14-18	Attack on Forts Grierson and Cornwallis (Augusta), Georgia.
September 20-24	Washington-Rochambeau conference at Hartford, Connecticut.
September 23	Andre's capture; Arnold's treason exposed.
September 26	Action at Charlotte, North Carolina.
October 2	Major Andre hanged as spy, Tappan, New York.
October 7	Battle of King's Mountain, South Carolina - American troops capture Cornwallis' entire left wing unit.
October 7	British, Tory and Indian raid on Schoharie, New York.
October 19	Battle at Fort Keyser (Palatine or Stone Arabia), New York.
October 19	Battle of Klock's Field, New York.
November 20	Battle of Blackstocks, (Tiger River), South Carolina.
November 21-23	American raid on Coram (Fort George), Long Island, New York.
December 27-31	American raid at Williamson's Plantation, South Carolina.

1781

January	Spanish seize Fort St. Joseph, Michigan.
January 2	Virginia agrees to turn "western" lands over to Confederation.
January 3	Action at Hood's Point (James River), Virginia.
January 5	British raid on Richmond, Virginia.
January 8	British raid on Charles City Courthouse, Virginia.
January 17	Battle of Cowpens, South Carolina - American Daniel Morgan defeats and nearly wipes out large British Cavalry force under General Tarleton.
January 22	American raid at Morrisania, New York.
January 24	American raid on Georgetown, South Carolina.
February 1	British occupy Wilmington, North Carolina.
February 1	Battle of the Catawba River (Cowan's Ford), North Carolina.
February 25	Battle of Haw River, (Pyle's Defeat), North Carolina.
March 1	Ratification of Articles of Confederation.
March 2	The United States in Congress Assembled.

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1781

March 15	Battle of Guilford Court House, North Carolina - Green meets Cornwallis in indecisive fighting.
March 16	First Naval Battle of the Virginia Capes.
April 2	USS Alliance vs Mars and Minerva.
April 15-23	Siege of Fort Watson, South Carolina.
April 16	Siege of Augusta, Georgia, begins.
April 25	Battle of Hobkirk's Hill, South Carolina.
April 27	British raid Petersburg and Osborne's Creek (James River) Virginia.
May 9	Spanish under Galvez capture Pensacola, Florida.
May 11	Capture of Orangeburg, South Carolina.
May 12	Capture of Fort Motte, South Carolina.
May 14	Tory raid at Croton River, New York.
May 15	Capture of Fort Granby, South Carolina.
May 21	Capture of Fort Galphin (Fort Dreadnought), Georgia.
May 21-24	Washington-Rochambeau conference Wethersfield, Connecticut.
May 22	Greene begins siege of the British strong-hold at Ninety Six, South Carolina.
May 23-24	Capture of Ft. Grierson, and Ft. Cornwallis, Georgia.
June 4	British raid on Charlottesville, Virginia.
June 5	British raid at Point of Fork, Virginia.
June 5	Surrender of Augusta, Georgia, to Americans.
June 19	Americans repulsed at Ninety Six, South Carolina.
July 5	French army under Rochambeau joins Washington's above New York.
July 6	Battle of Green Springs (Jamestown Ford), Virginia.
July 9	Tory and Indian raid at Currytown, New York.
August 4	Cornwallis occupies Yorktown and Gloucester Point on York River, Virginia.
August 26	Comte De Grasse with French fleet arrives in Chesapeake Bay and later defeats British forces led by Admiral Graves.

1781

September 5-9	Battle of the Capes - De Grasse drives back Admiral Clinton.
September 6	British raid New London, Connecticut.
September 6	Capture of Fort Griswold, Connecticut.
September 8	Battle of Eutaw Springs, South Carolina.
September 13	Tory raid on Hillsboro, North Carolina.
September 17-18	Washington-De Grasse conference, Hampton Roads, Virginia.
September 30	Siege of Yorktown begins.
October 10	American raid at Treadwell's Neck, New York.
October 19	Surrender of Cornwallis to General Washington at Yorktown, Virginia - For practical purposes the end of the war.

1782

March 7-8	Gnadenhutten, Ohio, Massacre.
March 20	Lord North resigns as Prime Minister.
April 8	Naval action on Delaware Bay.
April 12	New Jersey patriot leader, Captain Joshua Huddy, hanged by Tories in Monmouth County.
June 4-5	Action at Sandusky (Crawford's Defeat), Ohio.
July 11	Savannah, Georgia evacuated by British.
August 15	Indian and Tory raid on Bryan's Station, Kentucky.
August 19	Battle of Blue Licks, Kentucky.
September 11-13	Siege of Fort Henry, (West) Virginia.
November 30	Provisional treaty of peace signed in Paris.
December 14	Charleston, South Carolina, evacuated by the British.

1783

March 10	First of Newburgh Addresses.
March 12	Second of Newburgh Addresses.
March 15	Washington addresses the Continental officers.

1783

April 11	Congress proclaims end of the war.
June 13	Army disbands; Washington retains small force to blockade New York.
September 3	Treaty of Paris with Great Britain signed.
November 2	Washington issues "Farewell Address to the Army" from Rocky Hill, New Jersey.
November 25	British turn New York over to Washington.
December 4	Washington bids farewell to his officers at Fraunces Tavern, New York.
December 23	Washington resigns commission as commander-in-chief before Congress at Annapolis, Maryland.

1784

April 23	Congress adopts ordinance for government of western territories (was to be rewritten in 1787 and known as the Northwest Ordinance).

1785

May 20	Congress approves ordinance for sale of western lands.

1786

January	Adoption of Virginia Statute for Religious Liberty - Written by Jefferson and approved after a long struggle, this statue went far beyond the provisions of other states. It's major points were incorporated into the First Ammendment.
August	Outbreak of Shay's Rebellion in Massachusetts. Farmers led by Captain Daniel Shays protesting the legislature's refusal to issue paper money or to postpone state tax, foreclosure sales. Gave impetus to the movement for a new constitution.
September 11-14	Annapolis Convention under the leadership of Alexander Hamilton and James Madison - Delegates from five states met to consider common problems of trade and navigation. They instead began calling on all states to send delegates to consider adjustment of parts of the federal system.

1787

May 14	Constitutional Convention meets in Philadelphia. All states eventually sent delegates except Rhode Island.
July 13	Northwest Ordinance adopted.
September 27	Constitutional Conventional Adjourns.
December 7	Delaware ratifies Constitution.
December 12	Pennsylvania ratifies Constitution.
December 18	New Jersey ratifies Constitution.

1788

January 2	Georgia ratifies Constitution.
January 9	Connecticut ratifies Constitution.
February 6	Massachusetts ratifies Constitution.
April 28	Maryland ratifies Constitution.
May 23	South Carolina ratifies Constitution.
June 21	New-Hampshire ratifies Constitution.
June 26	Virginia ratifies Constitution.
July 26	New York ratifies Constitution.

1789

January 7	Election of House of Representatives and Presidential Electors.
March 4	First Congress meets under the Constitution.
April 30	Washington inaugurated as first President at Federal Hall, on the corner of Broad and Wall Streets, New York City.
November 21	North Carolina ratifies Constitution.

1790

May 29	Rhode Island ratifies Constitution.

Field Trip Around Westminster and Union Mills

This field trip could be planned as an all day trip with a picnic lunch at the Community Park off Route 140, above Gino's. It could also be made in about four hours with just one hour stops at Historical Society and Union Mills.

From your school to:

1. Carroll County Court House, Court and Willis Streets
2. City Hall, End of Willis Street (north)
3. Union Mills, Shriver Homestead (check map with field trips)
4. Historical House, 210 East Main Street[1]
5. Ascension Episcopal Church, Leigh Masters is buried here (look up the story on this man)

The Carroll County Farm Museum[2]

A trip to the Farm Museum could be a delightful day in the country. The museum includes a farmhouse, barn, crafts buildings and antique farm equipment. Many farm animals are there, also. By planning ahead, arrangements can be made to have demonstrations or rural crafts shown. There are pretty gardens and a gift shop which you may visit without buying. Many handmade articles are made by local people and sold here. There is plenty of picnic area with tables and benches.

Field Trip To Frederick

This trip could be planned for most of a school day, depending on how much walking you want to do.

The Barbara Fritchie Home and Museum in Frederick, Maryland is ideally located for Civil War enthusiasts and should be included in our American Heritage study.

Visit the Barbara Fritchie Home and Museum on Patrick Street first. There is a small admission fee. Check before going for it may change. (Write the Barbara Fritchie Home and Museum, 154 West Patrick St., Frederick, Md. or telephone 301-662-3000.)

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[1] New brochures on these will be in all media centers.

[2] See Footnote 1.

Maps for identifying points of interest along West Patrick Street are available at the Chamber of Commerce. Just write and they will send them to you.

Other points of interest near by, are: Rose Hill Manor, (home of Thomas Johnson, first Governor of Maryland); Historic Court Square; Roger Brooke Taney home and museum; Francis Scott Key grave and monument; Revolutionary Hessian Barracks.

Field Trip to Washington, D. C.

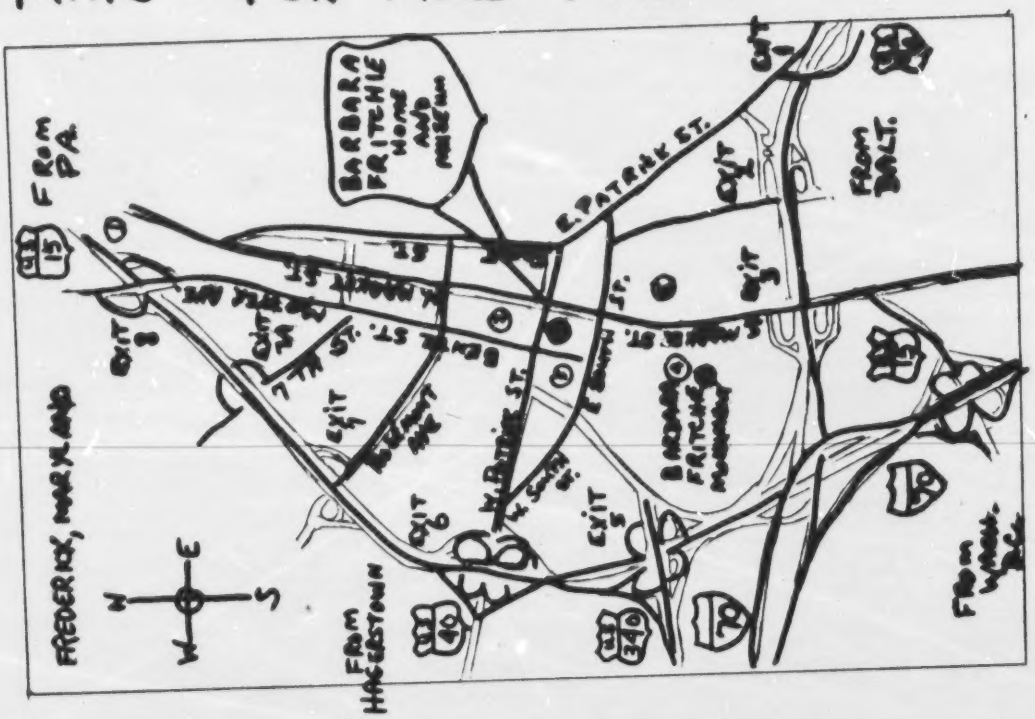
The Federal Mall is a grassy park in the center of Washington, D. C. Many sights that children would like to see are in buildings located here. Other famous buildings are close by.

A tourmobile or shuttle bus for tourists runs along the Mall. On board are guides to tell you about the sights. You can get on and off at any one of the 13 stops all day long. Adults pay $2.00, children pay $1.00. The ticket is good for one day, so start early. If you plan to visit just the Smithsonian area, your bus will drop you off and pick you up at a given time.

Below are listed a few of the most enjoyable spots.

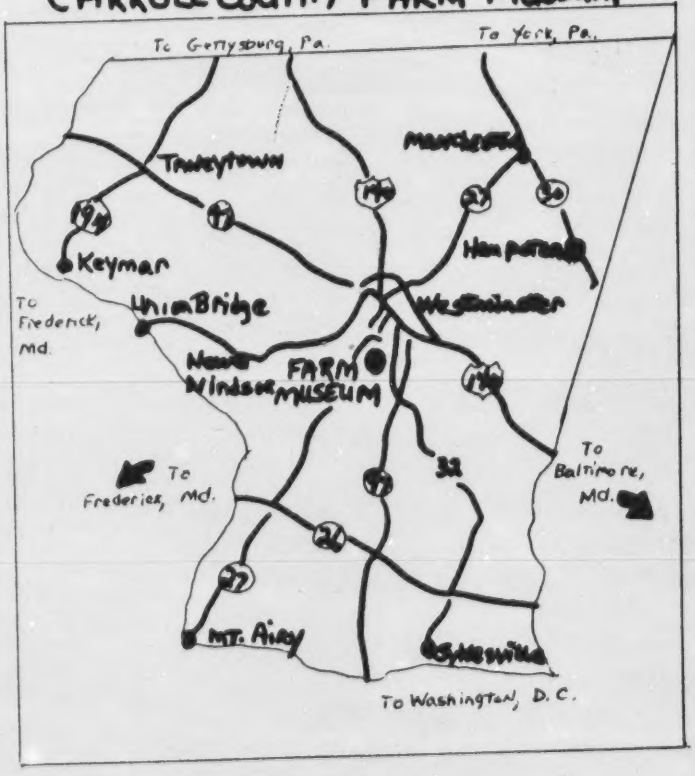
1. Smithsonian Arts and Industries - see the moon rock, the "Kitty Hawk" and "Spirit of St. Louis".
2. Air and Space Building.
3. Museum of History and Technology - the original "Star Spangled Banner", the First Ladies' gowns, old train locomotives, and early American classroom.
4. Museum of Natural History
5. Bureau of Printing and Engraving - see how paper money is made.
6. National Archives - Declaration of Independence, the Constitution and the Bill of Rights.
7. Jefferson Memorial
8. Lincoln Memorial
9. National Gallery of Art

MAPS FOR FIELD TRIPS



Union Mills Homestead

CARROLL COUNTY FARM MUSEUM



10. From the National Archives you can walk to the FBI.

11. The Washington Monument - Walk up 898 steps or take a quick elevator ride for a good view.

12. White House - Tours are open to the public.

Annapolis[1]

1. The John Paul Jones Crypt - located in the chapel of the U. S. Naval Academy; it contains the remains of the great naval hero.

2. The Maryland State House - located at State Circle: Treaty of Paris was ratified there which ended the Revolutionary War.

3. The Old Treasury Building - located at State Circle; now the headquarters for the Maryland Historic Trust (open).

4. St. John's College. Barnister House, a prominent family (Charles Carroll of Carrolton); McDowell Hall, was the mansion for colonial governor. Ancient Tulip Popular, where the Sons of Liberty met.

5. Chase-Lloyd (1769) and Hammond Harwood (1774) Houses - located at 22 and 19 Maryland Avenue; of exceptional architectural merit. Both are National Historic Landmarks and open to the public.

6. The Brice House - Prince George and East Streets. National Historic Landmarks are not open to the public, but can be seen from the street.

7. The Quynn-Brewer House - 26 West Street; restored and furnished in Queen Anne period (open).

8. Day on the Bay Cruise from Annapolis. For information: Chesapeake Marine Tours, Inc., P. O. Box 1989, Annapolis, Maryland 21404 (301-268-7600).

9. M. V. Port Welcome. For information on cruises: Port Welcome Cruises (group rates), Constellation Dock, Baltimore, Maryland 21202 (383-5705-06).

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[1] Historic Annapolis, Inc., 18 Pinkey Street, Annapolis, Md. 21401.

Field Trip to Baltimore[1]

Baltimore's five most prestigious exhibitors have combined to give the city a unique presentation of Revolutionary War art and history during the 1976 Bicentennial Celebration.

The museums will be: Walters Art Gallery, Baltimore Museum of Art, Peale Museum, Maryland Historical Society and Maryland Academy of Sciences.

The Walters Gallery will cover European art between 1750-1800.

Baltimore Museum of Art will display the distinction between American and European art trends during that period.

Maryland Historical Society will concern its exhibits with documenting Maryland's 18th century history.

Peale Museum, will show Baltimore's contribution to American architecture in an exhibition entitled "Baltimore's Revolutionary Generation". Maryland Academy of Sciences will present an exhibit focusing on the physical sciences, especially measurement.

Baltimore City Fair (ethnic neighborhoods present their heritage, craft exhibits, last weekend in September).

Everyone interested in American heritage should visit Baltimore to see the landmarks associated with our National Anthem: Fort McHenry National Monument and Historic Shrine, Star-Spangled Banner Flag House Museum, U. S. Frigate Constellation, Mt. Clare Mansion, (the city's oldest surviving colonial home 1754), Streetcar Museum, and Charles Carroll town house.

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[1] For help: Visitors Information, Baltimore Forward Thrust, Inc., 102 St. Paul Street, Baltimore, Maryland 21202, (phone 301-727-5688)

CARROLL COUNTY POINTS OF INTEREST

Points of interest in Carroll County not to be used for field trips but enriching for teachers or suggested as family trips:

Terra Rubra, the birthplace of Francis Scott Key. It is a private home and not open to visitors. The home can be viewed from the road along Route 194.

Springdale School, Springdale Road from New Windsor. An old school restored and very interesting. Will be open in fall of 1974. Was damaged by Agnes. Mr. Marker Lovell, owner. Watch for dates of opening or call 848-8355 or 848-2269.

Old Cemeteries in Carroll County:

Winters Churchyard. Old stones - small, black, and scarcely legible. On old Route 75 between New Windsor and Linwood.

Krider's Reformed and Kriders Lutheran Churches, Krider's Road off Littlestown Road. Both churches over 200 years old. Many stones good for rubbings. Children could check dates of births, deaths. Many good math problems.

Ascension Episcopal Church, Court Street, Westminster, Md. It is historical because a number of Revolutionary soldiers are buried there. Also, Leigh Masters of many ghosty tales lies just inside back entrance.

Churchyard in Manchester, off Main Street on Church Street. A very large old tree reminds you of age of persons buried there. In the old section dates are in the 1700's.

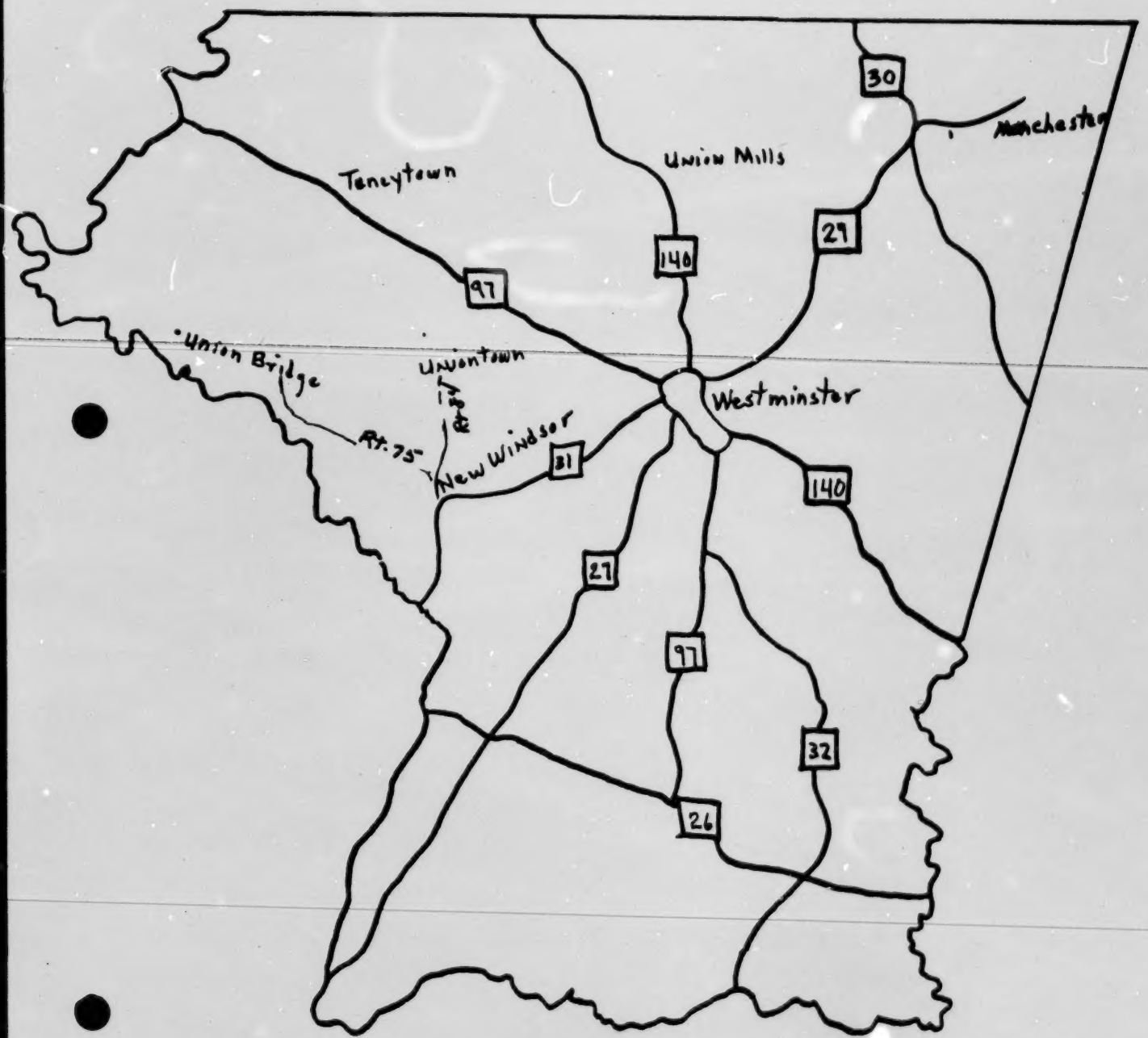
Pipe Creek Church of the Brethren, Uniontown Road on the New Windsor side. One of the historical churches in Carroll County containing a museum of articles used in days of extended Love Feasts when families came long distances by horse drawn buggies and remained for several days.

Boonsboro (U. S. 40 alternate). Near here is Boonsboro State Park, site of the first monument ever to be erected to the memory of George Washington - a stone tower, constructed July 4, 1826 entirely by the citizens of Boonsboro.

New Market (off Int. 70N on Md. 75). This village is one of the major antique centers in the East, with about 20 antique shops lining the main street. A good restaurant is in center of town. Delightful October day stroll.

Cunningham Falls, Catoctin Mountains State Park, Near Thurmont on U. S. 15. Activities are many but would point out Catoctin Winter Festival (first Sunday in February), Catoctin Spring Weekend (second weekend in May), Annual Catoctin Colorfest (second weekend in October). Information: Catoctin Mountain Tourist Council, Post Office Box 32, Thurmont, Maryland 21788, Phone 301-271-7638.

Frederick Barracks on the property of the Maryland School for the Deaf, housed British and Hessian prisoners during the Revolution. Apply at school. Museum is being renovated now. Ask for Mr. Sisk.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Manchester
Union Mills
Taneytown
27
140
97
Union Bridge
Uniontown
Rt. 75
New Windsor
81
Westminster
140
27
97
32
26

Resource People

1. Fran L. Henshaw (classroom or field trip)
   62 Penna. Avenue
   Westminster, Md. 21157
   876-2802

   Mrs. Henshaw has an old house that will be open for class visits during 1975-76 school year. Many examples of early furnishings and housewares can be seen. Mrs. Henshaw is very interesting, a former teacher, and can demonstrate many crafts.

   If you are interested in having her visit your classroom to teach some crafts it will be rewarding. She has given permission to call her for more information.

2. Mr. George Bachmann (music recital)
   71 Penna. Avenue
   Westminster, Md. 21157
   848-0135

   Mr. Bachman has a group of non-professional friends who play together for pleasure but are very talented. Their type of baroque music would provide a pleasant musical evening. I would suggest a recital at the Historical Society's Kimmey House. Mr. Bachman has been contacted. You may call for arrangements.

3. Miss Madeline Geiman
   245 West Main Street, Ext.
   Westminster, Md. 21157
   848-6547

   Would like to be called as a resource for showing of quilts or art of quilting. Miss Geiman quilts with a group from Meadow Branch Brethren Church.

4. Brethren Church
   Bond Street - Belle Grove Park
   Westminster, Md. 21157
   848-8090 or Mrs. Royer 848-8476

   Every Tuesday all year from early morning until 3:00 p.m. ladies quilt on beautiful handmade quilts. They have given their permission for class groups to come visit and watch their beautiful work. Call before going.

5. Shafer Bros.
   Sullivan Road
   Westminster, Md. 21157
   848-7340

   Visit them in January to see broom making and also a modern mill. Plan to buy some brooms. This would be a nice gesture.

6. Howard Stonesifer
18 Penna. Avenue
Westminster, Md. 21157
No phone

Mr. Stonesifer could help on any problems of woodworking. He has made a pattern for making a plain colonial footstool. The pattern will be available from the resource center.

7. Mr. Wm. R. Hann
Old Manchester Road
Westminster, Md. 21157
848-3204

Mr. Hann would teach an adult group the art of caning chairs. He is available on Saturdays only. Call and make arrangements.

8. Mrs. Ennis Royer (would need transportation)
Uniontown Road
Westminster, Md. 21157
848-8476

Would be willing to go to classrooms to teach rug making. If interested have children bring in old woolen clothing.

9. Mr. John Myers, Sr.
Old Bachman's Valley Road
Westminster, Md. 21157
848-8374

Four generations of John Meyer's family have lived in the home place where John Myers, Jr. now lives. Three generations have had apple and peach orchards. The old home must be two hundred years old because pine trees in front have been declared at least two hundred years old.

Mr. Myers will talk to any student who wants an interview. He knows that area of the country well.

10. Mrs. W. A. Pickens
Hughes Shop Road
Westminster, Md. 21157
848-8899

Mrs. Pickens is a direct descendant of Col. Josiah Gist. She is a marvelous story-teller. She would be happy to tell you about her should-be famous soldiers. She is delightful.

11. The Loafing Barn
540 Baltimore Blvd.
Westminster, Md. 21157
848-8111

Well-behaved children are invited to come in and browse. There is a fine collection of several periods of furniture and dishes and art. All is housed in a very attractive old renovated barn. The owner is very friendly and helpful.

12. Mr. Noah Schaeffer (one or two persons could check with him for facts)
53 Penna. Avenue
Westminster, Md. 21157
848-7789

A gentleman in his 80's with a marvelous memory.

13. Historical Society
210 East Main Street
Westminster, Maryland 21157
848-6494

Any information concerning Carroll County can be found in the library in Kimmey house. Call before going in.

14. Times Paper (Carroll County)
Carroll Street
Westminster, Maryland 21157
848-4400

Paper dates back 63 years. You can check files for these years.

15. Miss Lillian Shipley 848-5085
Miss Dorothy Elderdice 848-4630
75 West Green Street
Westminster, Md. 21157

A good source for background history. Miss Elderdice rents costumes also. The Shipleys date back in Carroll County history.

Chair Caners Schedule - 1974

Coshun, Mrs. Joseph	R. D., Union Bridge	775-2621
Biker, Mrs. Russell	Rt. 2, Hampstead	374-2724
Frock, Mrs. Russell	81 Uniontown Rd., Westminster	848-8315
Hoke, Mrs. Soloman	Rt. 3, Westminster	848-5598
McKinstry, Mr. Wm.	Union Bridge	775-2424
Nine, Mrs. Adelaide	Rt. 4, Westminster	848-8862
Null, Mrs. Hubert	R. D., Taneytown	756-2252
Nusbaum, Mr. Ira	38 E. George St., Westminster	848-8093
Reifsnider, Mrs. Alice	R. D., Keymar	756-2732
Smith, Mrs. Ella	Woodbine	795-0475
Wolfe, Mrs. Maurice	Rt. 2, Westminster	848-7860
Spencer, Mr. Lloyd	112 E. Main St., Westminster	848-7670
Wimert, Mr. Lester	25 Spruce Avenue, Westminster	848-7806

Coshun & McKinstry: April 13, May 25, June 22, August 3, Sept. 14, October 26

Spencer & Wolfe: April 20, May 26, June 29, August 10, Sept. 21, October 21

Eiker & Frock: April 27, May 27, July 6, August 17, Sept. 28

Null & Reifsnider: May 4, June 1, July 13, August 24, October 12

Smith & Hoke: May 11, June 8, July 20, August 31

Niner: May 18, June 15, July 27, September 7, October 19

Extra days: Mr. Wimert, June 2, 9 - Sunday; July 4, Thursday

APPENDIX 6-8

Suggestions for additional activities:

1. Colonial Toys - Students will demonstrate methods for making the following colonial toys:

   a) Jumping Jack
   b) Skyhook
   c) Flap Jack
   d) Tops
   e) Hoops
   f) Hobby Horse
   g) Jacob's Ladder
   h) Cornstalk Fiddie
   i) Spool Knitter
   j) Ball and Cup
   k) Marbles
   l) Flipperdinger
   m) Whimmydiddle
   n) Carved Chain and Ball
   o) Corn Husk Dolls
   p) Dried Apple Dolls
   q) Corncob Dolls
   r) Clothespin Dolls
   s) Ball and Cup

2. Colonial Letter Writing - Students may demonstrate personal letter writing techniques through a study of Benjamin Franklin's, Thomas Jefferson's letters and by writing their own letters as people of colonial times.

3. Fashion Show - Students may identify colonial fashions by giving a fashion show of these fashions (Dorothy Elderdice, resource person) or by researching and making their own fashions.

4. Women's Roles - Student can compare and contrast women's roles in colonial times and the 20th century.

5. Braiding and Hooking Rugs - Students can demonstrate braiding and hooking rugs to gain an understanding of this colonial craft.

6. Gravestone Rubbings - Students can learn about colonial people through taking rubbings from gravestones.

7. Weathervanes - The weathervane is both a useful tool and a meaningful craft.

8. Word Games - Many word games can be designed with Revolutionary vocabulary, a good evaluation for students' understanding of vocabulary words. (Bingo, Word find, Crossword Puzzles, Acrostics, Password).

9. A Colonial Dance - Students may want to organize a colonial dance, hire a caller, dress appropriately and charge an admission to cover some Bicentennial costs.

10. Minority Folk Music - Students may want to explore types of Early American Minority Music through research and performance.

Appendix 6-8 - continued

11. Instruments of Colonial America - Students may want to make colonial instruments and form a colonial orchestra. (Instruments for the middle and lower classes were different).

12. Population Control - Students can investigate through discussion and research the early methods of pupulation control versus todays methods.

13. Needlework - Different needlework techniques were used in Early America for a variety of purposes. These are easily attainable in many craft books of the period.

14. Early Postal System - Students may research the early postal system with Ben Franklin as its first Postmaster General and compare it to todays system by taking a field trip to a local post office.

15. Lettering - Early lettering techniques can be demonstrated by reproducing some early wives' tales, Franklin sayings in different lettering techiques.

16. Metal Casting in Sand Molds - Early American candlesticks, bells, and other implements were cast in sands. This technique is easy and enjoyable for students to reproduce.

17. Plaster Ceiling Decorations - This is a simple techniques, easily reproduced where a reverse mold is made, filled with plaster, and peeled off. Many of these small decorations may be put together to make one pattern.

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